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## ABSTRACT

This annotated bibliography of 467 references on transition for students with disabilities lists references alphabetically by author under the following categories: a general overview; transition individualized education programs; postsecondary versus school based objectives; parents, family, friends, neighbors; identifying community agencies: their roles and functions; integration and postsecondary transition; job development/placement; supported/supportive employment; preparing students for post-school options; financial issues/benefits; education and training options; residential, social, recreational options; transition planning: a best practices approach; normalization; and general and training documents. (DB)

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## **INSERVICE 1: GENERAL OVERVIEW**

1. **Bard, Joseph F. *Basic Education Circular: Implementation of Chapter 15* June 1991**

The Commonwealth's interpretation of Chapter 15 of the special education regulation. According to Chapter 15, a school district shall provide each protected handicapped student enrolled in the district, without cost to the student or family, those related aids, services or accommodations which are needed to afford the student equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities without discrimination and to the maximum extent appropriate to the student's abilities.

2. **Bard, Joseph F. *Basic Education Circular: Change in Educational Placement; Suspension or Expulsion of Exceptional Students* October 1991**

3. **Bradley, Valerie J. & Knoll, James *Shifting Paradigms in Services to People With Developmental Disabilities***

This paper reviewed paradigm shifts in the treatment of individuals with developmental disabilities. At the heart of these paradigm shifts lies the tension between the rights of people with developmental disabilities and the need which many of them have for assistance in dealing with the challenges of everyday life. In earlier periods this tension was captured in concepts like the "right to treatment" and "the least restrictive environment". Today this challenge is reflected in terms like community integration with its mandate to support individuals as full members of their communities. The service provider, the advocate, the researcher, and the evaluator must collaborate to determine what this means in the lives of real people.

4. **Buffuto, Thomas & Boggs, Elizabeth M. *What ADA has meant and what it can mean for people with mental retardation. American Rehabilitation* Winter 1990 pp. 10-14**

It is especially significant that ADA has already meant some very important things to people recognized as mentally retarded. It has meant participation in the political process as accepted colleagues with people having traditional physical disabilities. For the significant number of people with some degree of mental retardation who also have motor handicaps, the issue of a barrier free environment is highly relevant. It is important that such people not be denied, on the basis of retardation, any relevant accommodation that is developed for people with physical or sensory disabilities.



5. Davis, Cheryl & Bullis, Michael The school to community transition of hearing impaired persons with developmental disabilities: a review of the empirical literature. *American Annals of the Deaf* 135:5

This article summarizes studies of the school to community transition of hearing impaired persons with developmental disabilities. This article also discusses the issues related to data collection and interpretation and makes recommendations for future research, development and evaluation. Recommendations include conducting more research on this population, attending to the needs of mildly versus severely impaired persons, identifying the adult population in need of services, clarifying the terms used to describe the population, scrutinizing assessment data, and developing curriculum materials on transition specifically for this population.

6. Education Law Center *The Rights of Students with Physical or Health Impairments Who Do Not Need Special Education*

Some children may need special accommodations in school and yet not need formal special education. These children can include those with epilepsy, asthma, diabetes, muscular dystrophy or other health or physical disabilities. The rights of children with physical or health impairments come from a federal law known as Section 504 of the Rehabilitation Act of 1973 and State regulations known as Chapter 15.

7. Furey, Eileen M. & Haber, Melanie Protecting adults with mental retardation: a model statute. *Mental Retardation* June 1989 pp. 135-140

On 2/1/85, the Abuse Investigation Division of the Office of Protection and Advocacy was created by Section 19a-458 of the Connecticut General Statutes. This division was designed to receive and investigate allegations of the abuse and neglect of adults with mental retardation and to ensure that necessary protective services are provided by appropriate agencies. The major components of the law were discussed, and data were reported concerning type of abuse and neglect, perpetrators, and locations in which it occurs.

8. Gerber, Paul J. & Brown, D. Report on the Pathways to Employment Consensus Conference on Employability of Persons with Learning Disabilities. *Learning Disabilities Research & Practice* 6 1991 pp 99-103

This article describes the consensus conference on learning disabilities and employment sponsored by the President's Committee on Employment of Persons with Disabilities held in May 1990. Included are proposals for eight key areas of employability developed by participants in the conference.

9. **Gilhool, Thomas K. The right to an effective education: From Brown to P.L. 94-142 and beyond. In Kerzner-Lipsky, Dorothy & Gartner, Allen *Beyond Education: Quality Education for All* Paul M. Brookes Publishing, 1989**

The author reviews both litigative and legislative imperatives from 1954 through 1990. The author reviews the "integration imperative" as stated in 94-142 Sec.1412[5][b] and reviews 4 litigations that expand on that imperative. Gilhool then speaks to the "state of the art imperative" as delineated in Sec.1413 [a][3]. Gilhool ends the article with a discussion of the Board of Education of the Hendrick Hudson Central School District v. Amy Rowley [1982] and its implications to the concept of an appropriate public education.

10. **Gren, Judith A. *Section 504 of the Rehabilitation Act of 1973* Unpublished Manuscript**

A review of the case law, precedents and legislative background of Section 504. The article explores the background to the basic tenets of section 504. It states "the essential elements of proof in a § 504 case are [1] that the plaintiff is an individual with handicaps within the meaning of the Act, [2] that she or he is otherwise qualified to participate in the relevant program or activity, [3] that she or he has been excluded, denied benefits or subjected to discrimination solely by reason of his or her handicap, and [4] that the program or activity receives federal financial assistance." Each of these areas is comprehensively analyzed in the course of the article.

11. **Halloran, William D. & Ward, Michael J. Improving transition programming: changing special education's focus. *The Pointer* 32:2 1988 pp. 43-46**

The critical components of transition planning that help bridge the gap between school and work are:

- effective high school programs that prepare students to work and live in the community;
- a broad range of adult service programs that can meet the various support needs of individuals with disabilities in employment and community settings;
- comprehensive and cooperative transition planning between educational and adult service agencies for the purpose of developing needed services for graduates and dropouts.

12. **Helpern, Andrew S. Transition: old wine in new bottles. *Exceptional Children* 58:3 Dec./Jan. 1992 pp.202-212**

The transition movement of the 1980s was preceded by two similar movements: (a) the career education movement of the 1970s and (b) the work/study movement of the 1960s. These three movements are described and compared to provide an historical context for understanding current problems and issues regarding transition. Some broad social issues, such as educational reform, are then examined to illustrate the potential influence of such issues on the future development of policy that will affect the transition movement.

13. **Helpern, Andrew S. Transition: a look at the foundations. *Exceptional Children* 51:6 1985 pp. 479-486**

This essay critically examines the model of transition that has been proposed by the Office of Special Education and Rehabilitative Services. A summary of a recent study of secondary special education is also presented, focusing upon needed areas of improvement. Recommendations are offered for modifying the basic model for transition and for improving high school programs as a foundation for transition.

14. **Harris, Margaret J. Youth employment choices in the Bush administration. *Future Choices***

Lawmakers have at their disposal a rich range of options for developing youth employment strategies. Recent minimum wage legislation and the Perkins Act already have drawn much attention in the 101st Congress. While they should be applauded for their efforts to date, policy makers need to be encouraged to probe further and challenge their beliefs. Both ends of the political and ideological spectra have important ideas to set forth, and in the topic of youth employment, American policy makers can learn much by looking abroad.

15. **Hartwig, Eric P.; Robertshaw, C. Stuart; & Ruesch, Gary M. Disciplining children with disabilities: balancing procedural expectations and positive educational practice. *Individuals With Disabilities Education Law Report* 1991 LRP Publications**

There is a significant need for systematic investigation of the parameters of appropriate disciplinary practices. This Special Report is designed to help school officials formulate more effective disciplinary procedures for the school environment. The legal, ethical, philosophical, practical, and programmatic perspectives will be outlined.

16. **Holmes, Gary E.; Hull, Lloyd; and Kerst, Ronald W. Litigation avoidance through conflict resolution: issues for state rehabilitation agencies. *American Rehabilitation* Autumn 1989**

Conflict resolution is an important factor in agency accountability because it demonstrates the agency's willingness and ability to settle disputes in a way that enhances the rehabilitative process. While resolution involves litigation avoidance as a primary goal, it does so as a way of conserving agency resources that can be used with other clients.

17. **Hoyt, Kenneth B. A proposal for making transition from schooling to employment an important component of educational reform. *Future Choices***

There seems to be no doubt that "transition from schooling to employment" problems are currently being solved less well by U.S. policy makers than by their counterparts in other industrial nations. Based on the available evidence, it is easy to see why the "apprenticeship concept" as seen in various forms of work based learning has great appeal as a possible solution to this problem. An "apprenticeship-American style" approach must, if the American value of freedom of choice for all citizens is to be retained, be accompanied by strong programs of career development--including career awareness, career exploration, career planning, career decision making and career placement.

18. **Jones, Brian J.; Gallagher III, Bernard J.; Kelley, John M.; & Massari, Louis O. A survey of Fortune 500 corporate policies concerning the psychiatrically handicapped. *Journal of Rehabilitation* Fall 1991 pp. 31-35**

This article reports the results of a national survey of Fortune 500 corporate policies specifically concerning psychiatrically handicapped employees. Through mailed questionnaires and follow-ups, 127 firms responded for a return rate of 26%. Data analysis distills three major findings: [1] fewer than 1 in 4 responding companies currently has a corporate policy concerning the psychiatrically handicapped, [2] PH employees are widely perceived to be more desirable than psychiatrically handicapped employees, and [3] firms without corporate policies concerning the psychiatrically handicapped perceive more onerous barriers to implementation than do firms with such policies.

19. **Knowlton, W. Earle & Clark, Gary M. Transition issues for the 1990s. *Exceptional Children* 53:6 1987 pp. 562-563**

Until special educators come to grips with how to effect system wide change, the struggle to implement transition models will go on as did the struggle with the zero-reject, least restrictive environment, and appropriate education models of the 1970s.

20. Linthicum, Elene; Cole, Jack T. & D'Alonzo, Bruno, J. *Employment and the Americans with Disabilities Act of 1990. Career Development for Exceptional Individuals* 14:2 Spring 1991

The regulations that are promulgated under the ADA may or may not please advocates of disability rights. However, the U.S. Congress has provided a strong support upon which individuals can rely while continuing the ongoing struggle that is necessary if the U.S.A. is to fulfill the Congressional mandate of eliminating discrimination against individuals with disabilities so they can participate fully in the economic and social mainstream of American life.

21. Mancuso, Ellen *Statutory and Regulatory Authorities for the Right to Special Education.* Unpublished Manuscript

A review of the basic concepts and legal basis for [1] the Individuals with Disabilities Education Act (IDEA), [2] Section 504 of the Rehabilitation Act of 1973, [3] Pennsylvania School Code; 24 P.S. Section 13-1371-13-1377, [4] Act 212 of 1990, [5] Chapter 14 of the state special education regulations, [6] Chapters 171 & 342 of the state special education standards, [7] Chapter 15 of the state special education regulations, and [8] chapter 4225 of the state special education early intervention standards.

22. Mancuso, Ellen *Overview of the Right to Special Education Services.* Pa. Education Law Center 1991

A general overview of the basic rights to special education services including:

- Eligibility and Program Responsibility
- The Right to a Free Appropriate Public Education
- The Right to Procedural Safeguards

23. Martin, James E. & Musch, James V. *School based vocational programs and labor laws. The Journal of the Association for Persons with Severe Handicaps* 12:2 1987 pp. 140-144

This article reviews the rules and regulations of the U.S. Fair Labor Standards Act in relation to school based vocational programs and emphasizes the payment of wages across different training and placement options.



24. Moon, M. Sherril; Kiernan, William; & Halloran, William School based vocational programs and labor laws: a 1990 update. *Journal of the Association for Persons with Severe Handicaps* 15:3 1990

This article describes how the Fair Labor Standards Act [FLSA] administered through the United States Department of Labor [DOL] governs school based employment and vocational training programs. Particular attention is paid to the regulations regarding employment and training for students with disabilities.

25. Moon, M. Sherril; Kiernan, William & Halloran, William School based vocational programs and labor laws: A 1990 update. *Journal of the Association for Persons with Severe Handicaps* 15:3 1990 pp. 177-185

This article describes how the Fair Labor Standards Act (FLSA) administered through the United States Department of Labor (DOL) governs school based employment and vocational training programs. Particular attention is paid to the regulations regarding employment and training for students with disabilities. Because the FLSA was recently reauthorized with final regulations published in late 1989, this paper updates the JASH publication by Martin & Husch (1987) on the same topic. It further explains and interprets situations that are often misunderstood by educators and employment specialists through a series of case studies typical of school based vocational programs for students with severe handicaps. Finally, suggestions for reform in federal and state policy as a result of counterproductive provisions of the FLSA are presented.

26. *New State Plan Requirements Under Part B of the Individuals with Disabilities Education Act [IDEA] as Added P.L. 101-476*

Donald Carroll's statements of assurance for transition services under P.L. 101-476.

27. *Opening Handout for True/False Quiz #1*

This is a pretest that is designed to allow inservice participants to self-assess their knowledge of transition programs prior to the beginning of the inservice program.

28. Pennsylvania Educational Law Center *Representing The Client In a Special Education Matter* 1991

This article follows the special education process for children age three through twenty-one from evaluation to placement. It is intended to provide the practicing attorney or advocate with a working knowledge of the process, useful strategies to employ and pitfalls to avoid.

**29.            *Pennsylvania Transition Planning Guide (TPG)***

This guide is designed to assist the planning team in developing a comprehensive transition plan for disabled students. The guide is accompanied by a detailed set of instructions that will assist the team in developing the plan. The guide is set up in such a way as to allow multi-year planning for the individual.

**30.            Sedlak, Robert A.; Johnson, James A. & Steppe-Jones, Cecille  
                *Vocational programs for special needs learners: questions and  
                answers. Techniques: A Journal for Remedial Education and  
                Counseling* 1:3 October 1985**

With the current change in emphasis toward transition, teachers have had to redefine their curriculum and undergo a re-examination of their basic educational philosophies. In this restructuring process there arise a multitude of questions that secondary teachers must address in their efforts to redefine the curriculum activities and decisions regarding the education of their students.

**31.            Singer, Judith D. & Butler, John A.    *The Education for All  
                Handicapped Children Act: schools as agents of social reform.  
                Harvard Education Review* 57:2 May 1987 pp 125-152**

The authors report the findings of a study of 94-142 implementation in five diverse school districts around the country. They find that a significant transformation of attitude and social reform have occurred, they also point to inequities whose roots in the social fabric make them difficult for the school alone to overcome.

**32.            Stotland, Janet F.    *Caselaw Review of the Education Rights of  
                Students With Disabilities. Pa. Education Law Center* 1991**

This article focuses primarily on court decisions under IDEA. There have been an enormous number of cases decided under that Act since it became effective in 1977. The purpose of the article is to suggest some recurrent themes; to list dispositive cases when possible; and otherwise to include representative decisions from this and other circuits.



33. ***The Carl D. Perkins Vocational and Applied Technology Act-  
Public Law 101-392- September 25,1990***

This summary document reviews the Perkins Act in relation to:

- congressional intent of Perkins
- criteria for services and activities for individuals who are members of special populations
- uses of funds
- local application
- assuring equal access for members of special populations.

34. ***The Special Educator Utah Learning Resource Center 8:6  
May 1988***

This issue includes a variety of articles on all areas of transition planning, including:

- A: Transition: A Broader Perspective
- B: Transition in Transition
- C: Transition Planning for All Students
- D: The Making of a District Wide Transition Plan
- E: University Bound Learning: Disabled Student Transition Project
- F: Something Old, Something New: Vocational Transition for Handicapped and Special Need Students
- G: Making the Transition Process Happen with Informal Assessment Procedures
- H: Transition Assessment
- I: School Transition
- J: Transition Today
- K: Social Skills: An Important Transition Skill
- L: The Co-Worker Training and Transition Program
- M: Establishing Community Training Sites

These are a series of short articles: A good overview to the field. The entire article could be used as a preliminary handout.

35. ***Timelines Under the 1990 State Special Education Regulations  
( 22 PA Code Chapter 14)***

36. ***Wheeler, Jill Transitioning Persons With Moderate and Severe  
Disabilities From School to Adulthood: What Makes It Work?  
ISBN-0-916671-80-1 1987***

This short text reviews the processes involved in the setting up of transition services for moderately to severely handicapped individuals. Topics include:

1. transition and legislation
2. curriculum foundations of transition
3. community based instruction
4. transition teams/ ITPs
5. interagency cooperation
6. recreation and leisure

**INSERVICE 2: TRANSITION IEPs**

1. **Bishop, Kathryn D. & Falvey, Mary A. Transition issues and strategies. In Falvey, Mary A. Ed. *Community Based Curriculum: Instructional Strategies for Children with Severe Handicaps...Second Ed.* Paul Brookes Publishing 1989**

This article provides guidelines and discusses issues that need to be addressed in developing a successful transition program. Program characteristics are also discussed, as well as curricular issues. Such issues include: specific domains, skills across domains, student and program assessment and evaluation, and strategies related to program implementation. Suggestions for parents and community support agency involvement are included.

2. **Dunlap, William R. & Sands, Deanna J. Development of a set of instruments to assess independent living skills. *Journal of Rehabilitation* Winter 1987 pp. 58-62**

This article reports on a set of 7 instruments designed to be used to assess a client's current level of functioning in 7 independent living skill areas. These assessments are related to 6 levels of supervision and provide for training objectives. Units of instruction are provided for the 7 independent living skill areas and the 6 levels of supervision. The instruments have been field tested with a sample of 278 disabled persons.

3. **McDonnell, John and Hardman, Michael Planning the transition of severely handicapped youth from school to adult services: A framework for high school programs. *Education and Training of the Mentally Retarded* Dec.1985**

The purpose of the paper is to describe critical components of a transition planning system that will facilitate the efforts of parents, teachers, and adult service providers in establishing the optimal mixture of performance opportunities and services for each individual prior to graduation from school.

4. Repetto, Jeanne B.; White, Warren J.; & Snaauwaert, Dale  
Individualized transition plans (ITP): a national perspective.  
*Career Development for Exceptional Individuals* 13:2 1990

During the fall of 1988, data was collected by mailing letters of request to individuals identified as "transition specialists" in each state. The request was for the official state transition plan and/or state level document pertaining to transition in the state. Information was received from 46 states and territories, and included 7 policy types:

- interagency agreements
- legislation
- demonstration projects
- planning guides
- position papers
- state proclamations
- regulations.

Although the transition institute studied many factors related to policy, one component of the study was a review of the implementation practices of states regarding the ITP. The commonalities across states with regard to these practices are discussed in this article.

5. Retish, Paul & Greenan, James Schools and educational institutions in the year 2001. *The Journal for Vocational Special Needs Education* 14:1 1991 pp. 29-32

Is the school's mission to assist students regardless of their abilities, to learn certain facts and skills, or is their mission to help all students, including those with special needs prepare for the transitions in their lives? The existing educational system devotes a great deal of its time to helping students learn the "three Rs" while a large portion of the student body needs to learn skills they will need to survive after leaving school. An educational system that addresses these competing needs will improve student transitions.

6. Stowitschek, Joseph J. & Kelso, Cheryl A. Are we in danger of making the same mistakes with ITPs as were made with IEPs.  
*Career Development for Exceptional Individuals* 12:2 Fall 1989

The purpose of this article is to examine the problems of individual education plan utilization and compare it with the developing use of individualized transition plans. Based on this critique, the authors recommend policy and procedural changes as well as research directions to increase the likelihood of ITPs becoming functional tools in the transition to adult life of youths with handicaps.

7. **Transportation Memorandum**

This memo outlines the commonwealth's position on the requirement for school districts to provide transportation services for students on work experience programs. Active date: 10/3/88

8. **Wehman, Paul; Moon, M. Sherril; Everson, Jane ; Wood, Wendy, & Barcus, J. Michael Individualized transition planning. In Wehman, Paul, Moon, M. Sherril, Everson, Jane M., Wood, Wendy, & Barcus, J. Michael *Transition From School to Work: Challenges to Youth with Severe Disabilities* Paul H. Brookes Publishing 1989**

This article discusses guidelines for individualizing transition planning for specific students. The authors advocate a 5 step approach:

1. **Organize ITP teams for all transition age youth**
2. **Hold initial ITP meetings as part of annual IEP meeting**
3. **Implement the ITP through secondary school and adult service provision**
4. **Update ITP annually and implement a quarterly follow-up procedure**
5. **Hold an exit meeting.**

**INSERVICE 3: POST SECONDARY US. SCHOOL BASED OBJECTIVES**

**1. ARC Rainbow *Mission Statement and Curriculum* 1986**

To assist current and recently exited students who are developmentally disabled prepare for, obtain and maintain gainful employment, with all the opportunities and risks associated with promoting greatest independence, career development and fullest integration into the community.

**2. Bhaerman, Robert & Spill, Rick A dialogue on employability skills: how can they be taught? *Journal of Career Development* 15:1 Fall 1988**

The following questions were addressed in dialogue format:

- What are employability skills?
- Can you give some specific examples of such skills?
- Why are they critical?
- To whom should employability skills be taught?
- How can employability skills be taught?

**3. Bishop, Kathryn D. & Falvey, Mary A. Transition Issues and strategies. In Falvey, Mary A. *Community Based Curriculum: Instructional Strategies for Students With Severe Handicaps...Second Ed.* Paul H. Brookes Publishing 1989**

This article provides guidelines and discusses issues that need to be addressed in developing a successful transition program. Program characteristics are also discussed, as well as curricular issues. Such issues include; specific domains, skills across domains, student and program assessment and evaluation, and strategies related to program implementation. Suggestions for parents and community support agency involvement are included.

**4. Bond, Gary A. & Friedmeyer, Mark H. Predictive validity of situational assessment at a psychiatric rehabilitation center. *Rehabilitation Psychology* 32:2 1987 pp. 99-112**

Situational assessment was used to predict employment outcomes for 77 individuals attending a community psychiatric rehabilitation program. The assessment form was a 22 item checklist comprised of four dimensions: work readiness, work attitudes, interpersonal relations, and work quality. Situational assessment predicted outcome better than did work history. It was concluded that situational assessment may be a method better suited for screening out members who have poor work potential than selecting members who will definitely succeed.

5.           Bourbeau, Phillip E.; Sowers, Jo Ann; & Close, Daniel W. An experimental analysis of generalization of banking skills from classroom to bank settings in the community. *Education and Training of the Mentally Retarded* June 1986 pp.98-106

The purpose of this study was to examine the effectiveness of a banking curriculum, taught to secondary students with mild mental retardation in a classroom setting, in producing generalized performance at a real bank in the community.

6.           Brimer, Richard W. Ph.D. *Ecological Assessment*

This sample assessment instrument includes such areas as: Pre-Interview phone contact; General information; Communication; Feeding; Mobility; Scheduling; Domain inventories [domestic, leisure, general community, vocational, educational]; Teacher skill analyses; and Discrepancy analyses. The instrument gives a functional general approach to ecological assessment.

7.           Brolln, Donn E. Preparing handicapped students to be productive adults. *Techniques: A Journal for Remedial Education and Counseling* 1:3 October 1985

This article describes a career development approach that can be used to prepare students for the quality of life they deserve.

8.           Brown, Lou ; Shiraga, Betsy; York, Jennifer; Zanella, Kathy; & Rogan, Patty *Ecological Inventory Strategies for Students With Severe Handicaps* Wisconsin-Madison & Madison Metropolitan School District Grant No. 6008302977 and Grant No. 6008400669 U.S.D.O.E. 1984

General format for setting up an ecological inventory. Format includes: domain, environment, sub-environment, activity & skills.

9.           Bulgren, Janis A. & Knackendoffel, Ann Ecological assessment: an overview. *The Pointer* 30:2 1986

This article presents a discussion of the steps involved in the ongoing evaluation known as ecological assessment. Various ecological factors are considered. The authors conclude with a discussion of the different techniques that may be used to analyze each of the various ecological areas.



10. Carlson, Cindy I., Scott, Myrtle & Eklund, Susan Ecological theory and method for behavioral assessment. *School Psychology Review* 9:1 1980

In order to increase the ecological validity of their behavioral assessments and interventions, school psychologists need to acquire both a broad diagnostic perspective and scientifically sound procedures which will focus on the critical interaction of individual behavior with its' surrounding environment. The theoretical perspective and naturalistic methods of ecological psychology developed by Roger Barker examine the behavioral/ environmental interface. Ecological theory and procedures are described.

11. Cobb, R. Brian & Denehey, Agnesanne Transitional vocational assessment: a model for students with handicaps. *The Journal of Vocational Special Needs Education* Winter 1986

This paper will address one component in transitional service delivery/assessment for transitional planning. The fundamental assumption underlying this assessment model is that decisions will need to be made for individual students at the secondary level along an entire range of transition planning issues. In order to best make decisions on an individualized basis, an assessment process must be utilized. The process described herein may well prove useful in that endeavor.

12. Dial, J.G.; Chan, F.; Mezger, C.; Parker, H.J.; Zangla, K.; Wong, D.W.; & Gray, S. Comprehensive vocational evaluation system for visually impaired and blind persons. *Journal of Visual Impairment & Blindness* 85 April 1991 pp. 153-156

The purpose of this study was to validate the appropriateness of the Comprehensive Vocational Evaluation System (CVES) for evaluating the work potential and independent living levels of visually impaired and blind individuals. The results indicated that the CVES is significantly related to work and independent living outcomes for visually impaired and blind people.

13. Dick, Marlene A. Translating vocational assessment information into transition objectives and instruction. *Career Development of Exceptional Individuals* 10:2 Fall 1987 pp. 76-84

A consortium, formed in Kansas City in 1984 and designed to assist students who are learning disabled and behaviorally disordered in making the transition from school to work, addressed this need for appropriate and effective vocational assessment. In the process of addressing this need they developed a process that systematically translated vocational assessment results into IEP objectives and instruction for transition and addressed three concerns that may often arise in schools implementing vocational assessment. This article describes that transition process and the response to the three concerns.

14. Dunlap, William R. & Sands, Deanna J. Development of a set of instruments to assess independent living skills. *Journal of Rehabilitation* Winter 1987 pp. 58-62

This article reports on a set of 7 instruments designed to be used to assess a client's current level of functioning in 7 independent living skills areas. These assessments are related to 6 levels of supervision and provide for training objectives. Units of instruction are provided for the 7 independent living skill areas and the 6 levels of supervision. The instruments have been field tested with a sample of 278 disabled persons.

15. Elrod, G. Franklin & Sorgenfrei, Traci B. Toward an appropriate assessment model for adolescents who are mildly handicapped. *Career Development for Exceptional Individuals* 11:2 Fall 1988

Whereas traditional assessment models are geared toward immediate placement and educational needs, an appropriate assessment model for adolescents with mild handicaps should encompass post-secondary needs as well. This article proposes an alternative assessment model for students with mild handicaps. The thrust of the model is the infusion of career and vocational assessment into the assessment process. While the focus of the model are these special adolescents, a K-12 assessment curriculum is presented.

16. Foley, Kathi School/community based programs for students with moderate to profound mental retardation. *The Pointer* 32:2 Winter 1988

The purpose of this article is to describe steps taken by Montgomery County Public Schools to better prepare this population for transition into adult life. After a historical perspective of the previous educational approach and the inherent problems, the article describes revisions in the service delivery system based on careful identification of unmet needs. It closes with considerations for the future.

17. Gaylord-Ross, Robert The role of assessment in transitional, supported employment. *Career Development for Exceptional Individuals* 9:2 Fall 1986 pp. 129-134

Given the many newly appearing supported work programs to secure employment for disabled youth and adults, the question may be raised as to the role of assessment in the supported work process. Since severely disabled individuals are the primary target group for supported employment, most would not be able to complete the tasks or meaningfully participate in the administration of these tests.

18. Gaylord-Ross, Robert & Chadsey-Rusch, Janis Measurement of work related outcomes for students with severe disabilities. *Journal of Special Education* 25:3 1991 pp. 291-304

In this article, measurement considerations for individual, group and organizational factors are described and discussed. As students with severe disabilities enter complex employment environments, it is clear that more than one measurement strategy will be needed to document meaningful outcomes.

19. Gire, Judy & Poe, Berlyann Implementing a transition to work model at the junior high school level. *The Pointer* 32:2 Winter 1988

Planning, implementation and expected outcomes for transition programming at the junior high school level are discussed.

20. Hardin, Veralee B. Ecological assessment and intervention for learning disabled students. *Learning Disability Quarterly* 1:1 Spring 1978

Traditionally, the assessment of L.D. children and youth focused on isolated factors such as deficits or strengths within the student, student learning style and interests, etc. According to the "ecological" model, the assessment process must consider the interaction between all relevant factors in isolation. Components of intervention must impact the setting as well as the student.

21. Hoyt, Kenneth B. The concept of work: bedrock for career development. *Future Choices*

The purpose of this presentation is to provide one person's views of the implications for career development professionals inherent in this 1982 NUGA definition of the word: "work". First, a more detailed discussion of the meaning of the NUGA/NCDA definition of "work" will be presented. Following this, a brief discussion will be provided of similarities and differences in meaning between the NUGA/NCDA definitions of "work" and other definitions of this word now in common useage. Finally, the major portion of this paper will center around implications for change in role and functions of career development professionals growing out of the change from a "vocational guidance" to a "career development" mode of operation.

22. Kanchler, Carole Career education for mentally handicapped adolescents. *Journal of Career Development* 16:4 Summer 1990

This paper briefly describes career education and presents an overview of the kinds of assessment, training and counseling techniques which have been found to be effective and efficient with trainable and educable adolescents.

23. Kilgore, Marlene Preparing handicapped students for the 21st century. *The Delta Kappa Gamma Bulletin* 57:3 Spring 1991

All American schools have a special education population that may range from severely handicapped to gifted. Are educators preparing them for the world ahead? The Butler County, Kansas, Special Education Vocational program is beginning to address the need for a curriculum that will assist handicapped students in being more prepared in the 21st century.

24. King, Jean A. & Evans, Karen M. Can we achieve outcome based education? *Educational Leadership* 49:2 October 1991

If there is agreement on a single fact in American education today, it is that the public school system must improve. The flurry of educational reform activity that has characterized the past 30 years continues unabated. In this context, outcome based education enthusiasts often use the language of the born again convert; doubters cynically wonder if this, too, shall pass. Outcome based education seems to provide a ready answer to the question of what can be done to reshape America's schools for the 21st century, but whether or not it will become the solution remains to be seen.

25. Loughhead, Teri A. Career development curriculum (CDC) for the mentally ill. *Journal of Career Development* 16:1 Fall 1989

What is known from the research literature is that the feeling of importance and dignity a client gets from being viewed not as a mental patient, but as a worker is an indispensable motivation for maintaining a healthy adjustment in the community. The model offered in this article gives a structure for implementing career development interventions with mentally ill clients.

26. McDonnell, John; Wardman, Michael L. & Hightower, Julia Employment preparation for high school students with severe handicaps. *Mental Retardation* 27:6 December 1989

An ecological model for employment preparation in high schools that is based upon successful post school community job placement for students with severe handicaps is discussed. The functions of employment training were analyzed, the components of a community referenced model for high school training described and implications drawn.

27. **Manzone, Christine** *A Call For Curricular Change: Bridging the Gap Between School and Community Living* E.R.I.C. Document ED289974 1987

The focus of this paper is to describe four areas of curriculum that need modification or change to better meet the needs of young adults who are developmentally disabled. For each curriculum area noted, a rationale for modification is presented. Also discussed is how the modification would better prepare a young adult to make a smooth transition from school to community living and into the workplace. It concludes with a call for change with the cooperation of all involved parties and cites the work of the Young Adult Institute in helping to "bridge the gap".

28. **Meyer, Luanne H. & Evans, Ian A.** *A Nonaversive Intervention for Behavior Problems: A Manual for Home and Community* Paul H. Brookes Publishing 1989

Reviews the information necessary for setting up ecological inventories in the following areas:

- Medication
- Community living
- Employment
- Community and leisure involvement
- Work motivation
- Individual decision making
- Client outcomes.

29. **Moran, Patrick M.** *Special education and transition services in a detention center school.* *Journal of Correctional Education* 42:3 Sept. 1991 pp. 152-158

This study is concerned with a key component of a transition model pertaining to special education youthful offenders. A review of this transition model is presented along with the number of special education students admitted to an urban detention center during a five month study period and the types of diagnosed disabilities. The transition model as designed and implemented is compared to the model as it was maintained. The special education students were served by the detention center school and the role of this school and that of the community school and the probation counselor are discussed as they relate to individual transition success. Student status/activity was determined at 90 days after initial study period detention center admission. This study was conducted as part of a larger study concerned with the educational and vocational characteristics of special education students entering an urban detention center.



30. **Neel, Richard S. & Billingsley, Felix F. *Impact: A Functional Curriculum Handbook for Students With Moderate to Severe Disabilities* Paul H. Brookes Publishing 1989**

This is an excellent ecological assessment utilized to determine curriculum priorities. Directions for administration are included. Most information is either fill-in or check list.

31. **Okolo, Cynthia M. & Sitlington, Patricia L. Mildly handicapped learners in vocational education: a statewide survey. *Journal of Special Education* 22:2 1988 pp. 220-230**

This study gathered data regarding general instructional practices within secondary vocational education programs and practices specifically related to handicapped learners in these programs. Surveys were mailed to a stratified random sample of 615 Indiana secondary vocational educators with 388 analyzable surveys returned (63%).

32. **Patton, Ellen Transition planning for mildly handicapped secondary students. *The Pointer* 32:2 1988**

This article describes the process that one high school in Montgomery County, Maryland developed and implemented for its' handicapped students to prepare them more effectively for the transition from school to work.

33. **Peterson, Michael Models of vocational assessment of handicapped students. *Career Development of Exceptional Individuals* 8:2 Fall 1985 pp. 110-118**

As vocational assessment of handicapped students is being increasingly implemented in public school settings, it is being modified to meet the needs of students and practitioners. The intention of this article is to discuss existing models of vocational assessment of handicapped students in school settings.

34. **Positive Education Program Staff An ecological form for assessing child and family information. *The Pointer* 33:4 Summer 1989**

Ecologically based input/registration form



35. Putnam, M. Lewis Effective interventions for mildly handicapped adolescents in the home and in the community *The Pointer* Vol. 31 No. 3 Spring 1987

This article consists of four sections. The first establishes the need for a cooperative relationship between the students home, the school, and the community. Section 2 explores successful procedures for creating effective communication between this important triad. Section 3 is devoted to successful interventions for parents to use in the home, while section 4 outlines programs designed to assist mildly handicapped adolescents in making the transition from school to the working community.

36. Sailor, Wayne; Helvorsen, Ann; Anderson, Jacki; Goetz, Lori; Gee, Kathy, Deering, Kathy; & Hunt, Pam Community intensive instruction. In Horner, Robert H.; Meyer, Luanne H.; & Fredericks, H.D. Bud *Education of Learners With Severe Handicaps: Exemplary Service Strategies* Paul H. Brookes Publishing 1986

This article presents the structure of the "community intensive" model and the considerations involving implementation of that model, followed by examples of the system in its' current stage of development in the San Francisco Bay Area together with some research related to the model development process. The model effort, which is underway for students of pre-school, elementary, middle school, high school, and post-secondary age with extensive special needs, operates out of regular public educational facilities, is age appropriate, includes both school and non-school instruction, and is completely integrated. This article focuses on the school age components.

37. Schielen, Stuart J. & Ray, M. Tipton An ecological approach to community recreation integration. In Schielen, Stuart J. & Ray, M. Tipton *Community Recreation and Persons With Disabilities: Strategies for Integration* Paul H. Brookes Publishing 1988

The purpose of this article is to detail the process of community recreation integration. Additionally, a strategy is presented as a guide to developing leisure skill instructional content that is based on the skill performance of non-disabled individuals. The inventory identifies specific needs of individuals with disabilities and provides an excellent starting point from which to consider necessary program modifications to enhance successful participation. The authors also discuss the principal of partial participation. [article and blank inventory]

38. Schmid, Rex Historical perspectives on the ecological model *The Pointer* 31:3 Spring 1987

A brief historical review of the ecological model and its' relation to education today.

39. **Sobsey, Dick Ed. *Ecological Inventory Exemplars* University of Alberta 1987**

Defines ecological inventory. It also explains the approach and gives some general approaches to ecological inventories.

40. **Sowers, JoAnn & Powers, Laurie Critical work related issues. In Sowers, JoAnn & Powers, Laurie *Vocational Preparation and Employment of Students with Physical and Multiple Disabilities* Paul H. Brookes Publishing 1991**

In this chapter, the requirements that exist in community employment sites related to each of the five work-related skills (bathroom use, eating and drinking, communication, mobility, and drooling) and adaptive and training strategies that can be used to allow students to meet these requirements will be described. A brief discussion of issues and strategies pertinent to grooming, attendance, and social skill training are also provided.

41. **Sowers, JoAnn & Powers, Laurie Identifying tasks to train the students. In Sowers, JoAnn & Powers, Laurie *Vocational Preparation and Employment of Students with Physical and Multiple Disabilities* Paul H. Brookes Publishing 1991**

The purpose of this chapter is to address the issues that surround the selection of vocational tasks for students with physical and multiple disabilities. Specifically, guidelines of a task selection process are provided for developing a pool of tasks for students in a district and for selecting tasks from this pool to train individual students.

42. **Spady, William G. & Marshall, Kit J. Beyond traditional outcome based education. *Educational Leadership* 49:2 October 1991**

With its' focus on the future, its' philosophical commitment to success for all students on outcomes of significance in life and its' implications for fundamentally redefining the curriculum, instructional delivery, assessment and credentialing components of schooling, transformational outcome based education gives schools a profoundly different means for restructuring themselves. But it takes vision and a willingness to step beyond the givens of curriculum thinking and program design that have left us mired in an industrial age model governed by an agricultural age calendar.

43. **Stemmer, Paul; Brown, Bill; & Smith, Catherine** The employability skills portfolio. *Educational Leadership* March 1992 pp. 32-35

To demonstrate their value to future employers, Michigan students are learning to "discover, document, and develop" their skills. The basic premise of the profile is that learning is a lifelong process. Not an improved sorting system, the portfolio project encourages students to recognize successes, seek opportunities to fill gaps in skills, and gain confidence in preparing for work. If successful, the project will empower students to succeed in work or college, using an accurate portfolio displaying their accomplishments.

44. **Summary of Lou Brown Presentation to the Committee for Employment Opportunity**

This is a sharing of examples and philosophies on the development of programs for people with severe intellectual disabilities. There is also a focus on the need of people to be truly integrated in schools and in the community.

45. **Szymanski, Edna More; Dunn, Caroline & Parker, Randall M.** Rehabilitation counseling with persons with learning disabilities: an ecological framework. *Rehabilitation Counseling Bulletin* 33:1 September 1989

An ecological framework for assessment and rehabilitation planning with persons with LD is introduced to facilitate integration of information from a variety of different sources and perspectives. The seven central tenets in the framework are operationalized through the following dimensions:

- individual attributes
- environmental attributes
- nature, quality and sequence of interactions
- perceptions of involved individuals.

46. **Temple University Developmental Disability Center** *Developing Effective Transition Service Delivery Systems and Promoting Successful Transition from School to Adult Life*

General ecological inventory for the set up of post school programs for the developmentally disabled. Forms and outlines included.

47. **Termini, Ann Marie** Ecologically based interventions in residential and school facilities: theory or practice. *Adolescence* Vol.26 No. 102 Summer 1991 pp. 387-398

This paper illustrates some important differences between interdisciplinary and ecological perspectives. It highlights the use of ecosystemic models in residential and school facilities and also enumerates areas where ecologically based changes might be appropriate. In addition, it outlines operational guidelines focusing on the reintegration of the adolescent from the institution back to the neighborhood school.

48. **Vickery, Thomas Rusk** Learning from an outcomes driven school district *Educational Leadership* February 1988

A review of Johnson City, New York and the process they utilized to turn the school district from general curriculum orientations to an outcome driven school district.

49. **Westling, David L. & Floyd, Jane** Generalization of community skills: How much training is necessary? *The Journal of Special Education* 23:4 1990

The present paper focuses on the success of generalization within community training studies and the strategies used to achieve this success. The present review analyzed 27 studies that taught community skills to persons with moderate to severe mental handicaps and tested the generalization of those skills.

50. **Wheeler, Jill** *Transitioning Persons With Moderate and Severe Disabilities From School to Adulthood: What Makes It Work?* ISBN-0-916671-80-1 1987

This short text reviews the processes involved in the setting up of transition services for moderately to severely handicapped individuals. Topics include:

- transition and legislation
- curriculum foundations of transition
- community based instruction
- transition teams/ ITPs
- interagency cooperation
- recreation/leisure.

**INSERVICE 4: PARENTS, FAMILY, FRIENDS, NEIGHBORS**

1. Bishop Kathryn D. & Falvey, Mary A. Transition Issues and strategies. In Falvey, Mary A. *Community Based Curriculum: Instructional Strategies for Students With Severe Handicaps...Second Ed.* Paul W. Brookes Publishing 1989

This article provides guidelines and discusses issues that need to be addressed in developing a successful transition program. Program characteristics are also discussed, as well as curricular issues. Such issues include: specific domains, skills across domains, student and program assessment and evaluation, and strategies related to program implementation. Suggestions for parental and community support agency involvement are included.

2. Brotherson, Mary Jane; Turnbull, Ann P.; Bronicki, G.J.; Houghton, Joan; Reeder-Gordon, Constance; Summers, Jean Ann; & Turnbull, H.A. Transition into adulthood: parental planning for sons and daughters with disabilities. *Education and Training of the Mentally Retarded* Sept. 1988 pp. 165-174

Through telephone interviews with 48 parents of young adults with mental and physical disabilities, this study examined some aspects of parent planning for adult needs and the relationship of that planning to family functioning. The greatest needs identified by parents were residential, socialization and employment.

3. Epps, Susan & Myers, Carl L. Priority domains for instruction, satisfaction with school teaching, and post-school living and employment: an analysis of perceptions of parents of students with severe and profound disabilities. *Education and Training of the Mentally Retarded* June 1989 pp. 157-167

Parents of students with severe and profound disabilities who attended public schools were surveyed about their perceptions of the education programming for their children in 4 curricular domains: domestic, community, vocational, and leisure. They were asked to rate their child's independence in these domains, to rate their level of satisfaction with the school's teaching in each domain, to rank order the priority of instruction of the domains, and to indicate their anticipations of their child's post school living and employment situations.



4. **Everson, Jane M. & Moon, M. Sherril** Transition services for young adults with severe disabilities: defining professional and parental roles and responsibilities. *Journal of the Association for Persons with Severe Handicaps* 12:2 1987

As transition planning and implementation procedures evolve across the country, professionals and parents are struggling with the roles and responsibilities they need to assume to ensure meaningful adult outcomes for young adults with disabilities. This article outlines "optimal" roles and responsibilities and discusses these roles in interagency and transdisciplinary teams.

5. **Ferguson, Philip M., Ferguson, Dianne, L. & Jones, David** Generations of hope: parental perspectives on the transitions of their children with severe retardation from school to adult life. *Journal of the Association for Persons with Severe Handicaps* 13:3 1988

Transitions within families are socially constructed processes that need to be understood in both their historical and their cultural content. This study explored how parents interpret the events and relationships surrounding the transition of their children from school to adult life. Results indicated that the parents interviewed tended to perceive 3 separate types of transition: bureaucratic, family life, and adult status. The findings suggested several ways in which parent-professional cooperation around transition events might be improved.

6. **Goodell, Patricia & Bruder, Mary Beth** Parents and the transition process. *The Exceptional Parent* April 1986 pp. 22-28

Parents want to be effective participants in the transition of students with disabilities from school to the adult community and the world of work, but there are few clear guidelines for parents. This article begins to define parent's role.

7. **Hamilton, Stephen F. & Memary, Albert** Assessing the effectiveness of program delivery. *NASSP Bulletin* 1983

This article talks about program assessment from the perspective of outcome based education. Specifically, the Johnson City, New York model is analyzed in relation to whether the program was actually implemented as planned and whether the program has had effects in addition to those measured by academic achievement tests.

8. Horrocks, Chris Isolation and security: transition process and outcomes for graduates with mental handicaps. *B.C. Journal of Special Education* 15:2 1991 pp. 177-198

Forty-six families of graduates who had been labeled educable, trainable, severely and dependent mentally handicapped were asked to provide information about their son or daughter's transition outcomes and transition process. Information was gathered on day activities, residential choices as well as independent living skills, leisure and friendships. A second group of questions examined the transition process.

9. Kelker, Katharin & Hagen, Michael *Parents and Transition: A Self-Teaching Workbook* Montana Center for Handicapped Children June 1986

A general parent guide to transition services and the specific services that parents may expect during their children's transition period. A review of the Montana MESH model is included.

10. Lehmann, Jean P.; Deniston, Terry; & Grabenc, Romie Counseling parents to facilitate transition. *The Journal of Vocational Special Needs Education* Spring 1989

The purpose of this article is twofold: [1] to describe parents perspective of the transitional period for their child with special needs; and [2] to provide some suggestions for working cooperatively with parents.

11. McNair, Jeff & Rusch, Frank R. Parent involvement in transition programs. *Mental Retardation* 29:2 April 1991

Parent involvement in programs facilitating the transition of persons with handicaps from school to adult life was examined. The survey found that a significant number of parents were unaware of any transition program for their offspring, although virtually all parents desired involvement of some kind. Parents also indicated preferences relating to their child not living at home upon graduation from school, working in the community, and earning a wage greater than or equal to the minimum.

12. Moore, Cory Parents and transition: Make it or break it. *The Pointer* 32:2 Winter 1988

The role of parents in the Montgomery County, Maryland transition initiative.

13. Morton, M.U.; Everson, Jane M.; & Moon, Sherril Guidelines for training parents as part of interagency planning teams. In Everson, Jane M.; Barcus, Mike; Moon, Sherril; & Morton, M.U. (eds.) *Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment* 1987 Grant No. 6008301124 & No. 600843058 Virginia Commonwealth University

Much of the literature on transition discussed in this manual and elsewhere supports parents' active involvement in the transition process. The addition of adult service providers in the IEP/ITP planning process makes further demands on parent-professional communications. Efficient communication can result in meaningful outcomes for students with disabilities, but only if both parents and professionals are willing to share expertise and responsibilities.

14. Pondler, Betty & Kingsburger, David Sexuality: dealing with parents. *Sexuality and Disability* 9:2 1991 pp. 123-129

Parents are an essential part of the team when it comes to providing the sexuality education developmentally disabled individuals require in order to function to their fullest potential as adult human beings. Professionals must make every effort to offer parents the opportunity to examine their own feelings and to learn about issues of sexuality and disability if they hope to gain their support for a sex education program for their children. Understanding the process of desensitizing parents to the issue of sexuality and supporting their concerns related to feelings versus safety will be the keys to gaining this support.

15. Power, Thomas J. & Bartholomew, Karlotta Lutz Family school relationship patterns: an ecological assessment *School Psychology Review* 16:4 1987

The family-school relationship is analyzed using an ecological/ systemic model incorporating an ethnographic perspective. Five family-school relationship patterns are examined: avoidant, competitive, merged, one-way, and collaborative. Case studies are included to describe the patterns and illustrate strategies for changing dysfunctional patterns.

16. Putnam, M. Lewis Effective interventions for mildly handicapped adolescents in the home and the community. *The Pointer* 31:3 Spring 1987

This article consists of four sections. The first establishes the need for a cooperative relationship between the student's home, the school and the community. Section 2 explores successful procedures for creating effective communication between this important triad. Section 3 is devoted to successful interventions for parents to use in the home, while section 4 outlines programs designed to assist mildly handicapped adolescents in making the transition from school to the working community.

17. Repetto, Jeanne & Berbell, Dianne E. Families, schools, and communities in the year 2001. *The Journal for Vocational Special Needs Education* 14:1 1991 pp. 21-24

This article presents a scenario of what families, schools, and communities might look like in the year 2001. It is clear that the next decade will be a time of challenge and struggle for the American community, school and family. The challenge will center around a desire to keep the family intact in the face of imposing pressures that will stress family members to their limits. Employers and schools will begin to realize the high level of parental stress and begin to formulate methods to help alleviate it.

18. Seeley, David S. A new paradigm for parent involvement. *Educational Leadership* 47:2 October 1989

The author advocates a shift in the way parents become involved in the educational system. The shift to a collaborative model will empower all the players in ways that promise higher levels of social and academic achievement. Without such a shift, it is doubtful that parent involvement will develop to the new levels now needed for excellence in American education.

19. Sowers, JoAnn & Powers, Laurie Parent involvement. In Sowers, JoAnn & Powers, Laurie *Vocational Preparation and Employment of Students with Physical and Multiple Disabilities* Paul H. Brookes Publishing 1991

The purpose of this chapter is to describe a number of strategies that school programs can use to encourage parent involvement in and support of their child's vocational preparation activities. The second aim of the chapter is to identify a number of strategies that can be utilized to gain the parent support needed to enhance the success of a student at the time when she or he is placed on a paid community job.

20. Turnbull, Ann P. & Turnbull, H. Rutherford Toward great expectations for vocational opportunities: family and professional partnerships. *Mental Retardation* 26:6 December 1988

The literature on parental attitudes towards supported employment was reviewed. and issues were raised for the research community. The role of expectations in service delivery and research were also pointed out.

21.       Zetlin, Andrea G. & Turner, Jim L.   Transition from adolescence to adulthood: perspectives of mentally retarded individuals and their families. *American Journal of Mental Deficiency* 89:6   1985   pp. 570-579

Patterns of adolescent adjustment are described in terms of the issues and concerns that preoccupied the retarded adolescents, the problem behavior exhibited by these young persons, and what parents did about their children's problems. Comparison of adolescent adjustment patterns and current adult status revealed that the central concerns of adolescence remain problems for only some mildly retarded adults. The majority regard normative achievements as most salient to their self identity and well being.



**INSERVICE 5: IDENTIFYING COMMUNITY AGENCIES AND THEIR ROLES AND FUNCTIONS**

1. ***Agreement of Cooperation Among Montgomery County Intermediate Unit, its' Constituent School Districts, the Area Vocational Technical Schools, and Montgomery County Office of Mental Health/ Mental Retardation and Montgomery County Private Industry Council and the Rosemont Office of Vocational Rehabilitation Services***

This February 4, 1987 document specifies the interagency agreement between the parties listed above. The goal of the agreement is to enable handicapped public school students to receive coordinated education and vocational rehabilitation services which will permit them to successfully make the transition from school to work by establishing working relationships through interagency agreements.

2. ***Anderson, Ronald J. & Strathe, Marlene I. Transition from school to work and community. In Meers, Gary D. Handbook of Vocation Special Needs Education... Second Ed. Aspen Publications 1987***

This article discusses and contrasts the OSERs transition model with subsequent models offered by other experts. Organizational support by public schools and human service agencies is addressed in relation to personnel needs and service delivery methods, and public school and human service agency responsibilities are discussed in relation to training and services provided. The interfacing relationship of schools and human service agencies in transition activities is also addressed.

3. ***ARC Rainbow Transition Services Multidisciplinary Team Minutes May 1986***
4. ***Aston, T. Empowering visually impaired people to access their environment. Journal of Visual Impairment and Blindness 84 June 1990 pp. 247-249***

The author discusses two factors that should influence the planning and development of rehabilitation services for visually impaired people: social perceptions/expectations and external environmental influences. Perceptions and expectations that are discussed include media influence, leisure, health, quality of life, and equality of opportunity. External environmental influences identified are demographic, economic, social, political and physical.

5. Biller, Ernest F. & White, Warren J. Comparing special education and vocational rehabilitation in serving persons with specific learning disabilities. *Rehabilitation Counseling Bulletin* 33:1 Sept. 1989

The purpose of this study was to compare special education and vocational rehabilitation guidelines for serving individuals with specific LD. An 8 component survey was sent to the 50 state departments of Vocational Rehabilitation asking for verification of their definition and criteria for identifying and serving persons with specific LD. Comparing the rehabilitation data to previously reported special education guidelines on specific LD showed that there is considerably more agreement within each field than between fields and that the definitions used by the agencies shared important common elements but differed in the manner in which specific LD is operationalized.

6. Cameron, Carl Accessing services that facilitate transition: tapping community resources. *The Journal for Vocational Special Needs Education* Spring 1989

Accessing services that facilitate transition can be a difficult and arduous task for disabled individuals. The availability of an individual or group that can provide technical assistance and locate community resources will enhance the utilization of those resources. Support during the transition is critical for successful integration into the community and for effective programming self-sufficiency of individuals with disabilities.

7. Everson, Jane M. & Moon, M. Sherril Transition services for young adults with severe disabilities: defining professional and parental roles and responsibilities. *Journal of the Association for Persons With Severe Handicaps* 12:2 1987

As transition planning and implementation procedures evolve across the country, professionals and parents are struggling with the roles and responsibilities they need to assume to ensure meaningful adult outcomes for young adults with disabilities. This article outlines "optimal" roles and responsibilities and discusses these roles in interagency and transdisciplinary teams.

8. Everson, Jane M.; Barcus, Mike; Moon, Sherril, & Morton, M.U. Interagency transition planning training. In Everson, Jane M.; Barcus, Mike; Moon, Sherril, & Morton, M.U. (eds.) *Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment*. 1987 Grant No. 6008301124 & 6008430058 Virginia Commonwealth University

Interagency transition planning is the process of planning and assuring optimal adult outcomes for youth with disabilities as they leave their special education programs. The goals of interagency transition planning are to avoid interruption of needed services, avoid duplication of services, and to identify meaningful adult outcomes in the areas of employment, community living, and leisure/recreation.

9. Fairweather, James S.; Stearns, Marlan S.; & Wagner, Mary M. Resources available in school districts serving secondary special education students: Implications for transition. *Journal of Special Education* 22:4 1989 pp. 419-432

Survey data were gathered from 1450 districts to determine the extent to which vocational and transition oriented services were available to secondary age special education students. Extensive variation between districts was found in the types of students served and in the configuration of agencies serving them.

10. Flynn, Cynthia C. & Herbin, Gloria L. Evaluating interagency coordination efforts using a multi-dimensional, interactional, developmental paradigm. *Remedial and Special Education* 8:3 May/June 1987

The purpose of this article is to show that evaluation of interagency coordination efforts requires a holistic perspective. A paradigm will be proposed depicting interagency coordination efforts as a multidimensional concept where the dimensions interact with one another and proceed through developmental stages.

11. Gugerty, John J. & Getzel, Elizabeth Evans Evaluation of interagency collaboration. *Exceptional Education Quarterly* 3:3 November 1982

This article highlights some of the critical issues to address when developing an interagency agreement with an evaluation component. Steps for creating a team approach for building an evaluation component and the methods for specifically developing its' format have been emphasized.

12. Halleran, William D. & Ward, Michael J. Improving transition programming: changing special education's focus. *The Pointer* 32:2 1988 pp. 43-46

The critical components of transition planning that help bridge the gap between school and work are:

- effective high school programs that prepare students to work and live in the community
- a broad range of adult service programs, that can meet the various support needs of individuals with disabilities in employment and community settings
- comprehensive and cooperative transition planning between educational and adult service agencies for the purpose of developing needed services for graduates and dropouts.

13. Haring, Kathryn A.; Lovett, David L.; & Smith, Deborah D. A follow-up study of recent special education graduates of learning disability programs. *Journal of Learning Disabilities* 23:2 Feb.1990 pp. 108-113

This study investigated the post-school vocational and community adjustment of recent special education graduates from a southwestern metropolitan school district. In general, the LD students received very few community services. For the most part, they received no agency support after graduation.

14. Hasazi, Susan Brody *Facilitating Transition From High School: Policies and Practices*

The purpose of this article is to describe a variety of policies and practices related to program organization, curriculum, and vocational experiences which could be implemented during the high school phase of the transition process. Although the activities are initiated for the most part by school personnel, many require collaboration with and services from rehabilitation and other social service agencies.

15. Heal, Laird W.; Copher, Jenell I. & Busch, Frank R. Interagency agreements (IAAs) among agencies responsible for the transition education of students with handicaps from secondary schools to post school settings. *Career Development for Exceptional Individuals* 13:2 Fall 1990

It appears that no empirical analysis of the value of IAAs and their characteristics has been conducted. This study constitutes such an analysis. It provides an initial analysis of the processes involved in forging interagency agreements and in describing the characteristics of these agreements once they have been forged.

16. Johnson, David R.; Bruininks, Robert H.; & Thurlow, Martha L. Meeting the challenge of transition service: Planning through improved interagency cooperation *Exceptional Children* 53:6 pp. 522-530 1987

The improvement of transition services through effective management strategies in service planning and coordination is proposed. Current barriers to effective service planning and coordination are discussed. Included among these are conflicting policy goals, eligibility criteria, funding patterns across agencies, and an inconsistent national policy. Three major approaches to overcoming barriers to effective service planning are proposed. All require that present approaches to interagency service planning and coordination of services be changed.

17. **Katz, Lynda J.; Geckle, Michelle; Goldstein, Gerald; & Eichenmuller, Angela** A survey of perceptions and practice: interagency collaboration and rehabilitation of persons with long term mental illness. *Rehabilitation Counseling Bulletin* 33:4 June 1990

Since the NIMH and RSA interagency agreement of 1978, interagency collaboration in the rehabilitations of persons with long term mental illness has received increased attention in the program initiative of state Mental Health and Vocational Rehabilitation agencies. Federal initiatives have focused on joint training programs as one means to facilitate this process. As part of one such training initiative, pre-training surveys were conducted with 640 vocational rehabilitation, mental health and provider agency staff working in a 6 state region. The results of this pre-training survey are presented and discussed in terms of their impact upon interagency collaborative efforts in psychiatric rehabilitation.

18. **Luecking, Richard G.** Coordinating the transition process: the role of TransCen *The Pointer* 32:2 Winter 1988

Montgomery County, Maryland created a task force on the transition from school to work. Among the recommendations of this task force was the creation of a mechanism to coordinate the planning and delivery of the entire range of transition services. This recommendation led to the creation of TransCen, Inc., a private, not for profit corporation. This article outlines the key functions of TransCen and discusses its' role in addressing the barriers to effective transition.

19. **McCarthy, Pat; Everson, Jane M.; Inge, Katherine & Bercus, J. Michael** Transition from school to work: developing the process for individuals with severe disabilities. *Techniques: A Journal for Remedial Education and Counseling* 1:6 October 1985

The focus of this article is to develop a step by step procedure that may be used to develop a transition process. The format includes how to establish interagency transition teams and how to use them to implement an individualized transition program for students with severe disabilities.

20. **Montgomery County Mental Health Case Management Office System**

Map showing the regions of the MH system

21. **Montgomery County Mental Retardation Case Management Department**

Map showing the regions of the MR system



22. **Montgomery County PIC Training Grant Data Processing Career Training for Disabled Individuals**

Example of a training and employment program that involves multi-agency cooperation.

23. **National Information and Advocacy Groups *Exceptional Parent* 21:6 September 1991**

National listing--addresses and phone number contacts

24. ***Neighborhood Youth Corps Forms***

Necessary forms for application to the Neighborhood Youth Corps programs.

25. ***Neighborhood Youth Corps Pamphlet***

A description of the application procedures and the eligibility requirements for entry into the NYC program. A listing of Montgomery County offices of Employment Security and Information Centers is also included.

26. ***OUR Referral Information***

This is a summary document reviewing the requirements for referral of individuals to the office of vocational rehabilitation.

27. ***OUR Rehabilitation Services Handbook***

This handbook reviews the services that are available through the office of vocational rehabilitation. In addition, eligibility and client rights are discussed. The various OUR office locations are listed on the back of the pamphlet.

28. **Peters, Joyce M.; Templeman, Terry Piazza; & Brostrom, Glenn  
The school and community partnership: planning transition for  
students with severe handicaps. *Exceptional Children* 53:6  
1987 pp. 531-536**

This article describes a process to provide solutions to the prevalent problem of interagency collaboration in planning for transition outcomes. Results to date support the inclusion of procedures such as an outside stimulus to initiate the collaborative effort; locally generated plans; transition teams empowered with policy level decision making; and follow-up technical assistance at the administrative and direct service level.

29. **Philadelphia Committee for Employment Opportunities Minutes  
November 1988**

**30.           Private Industry Council Description**

Description of PIC, including.....The Private Industry Council is a county agency with the local responsibility of administering funds legislated federally through the Job Training Partnership Act (JTPA). PIC is obligated through JTPA to fund vocational technical and on the job training (OJT) programs for economically disadvantaged Montgomery County residents. Success is only measured by training related competitive employment.

- 31.           Rogers, E. Sally; Anthony, William A.; & Danley, Karen S. The impact of interagency collaboration on system and client outcomes.   *Rehabilitation Counseling Bulletin*   33:2  
December 1989**

With the proliferation of various categorically funded programs for people with severe mental illness, collaboration among human service agencies is essential to avoid duplication and to improve services. This article describes a project that was aimed at improving the rehabilitation outcomes of people with severe mental illness in rural settings through improved interagency collaboration between Mental Health and Vocational Rehabilitation systems. Implications for policy development and planning of services for people with severe mental illness are discussed.

- 32.           Rusch, Frank A. & Chadsey-Rusch, Janis   Employment for persons with severe handicaps: curriculum development and coordination of services.   *Focus on Exceptional Children*   17:9  
May 1985**

This article provides curriculum guidelines that will enable school personnel to take a leadership role in enhancing students meaningful transition from school to work. It also describes the need for coordinated services that will result in an effective, efficient transition from school to work.

- 33.           *Sample Application for Reduced Transit Fare Identification Card***

Demonstration of the correct procedure for filing a reduced transit fare application for handicapped persons.

34. Schaeck, Robert L. & Kiernan, William E. Interagency service delivery coordination. In Rusch, Frank R. (Ed.) *Supported Employment: Models, Methods, and Issues* Sycamore Publishing Co. 1990

This article addresses four changes in our service delivery system that have occurred in recent years. It then discusses how two programs (one rural & one urban) have addressed the challenges imposed by these changes as each program has dealt with the larger issue of service delivery coordination. Throughout the article, the term service delivery coordination refers to the coordination of programs, resources, clientele, and information in ways that: (a) minimize duplication and fragmentation; and (b) maximize cross component cooperation, efficiency and effectiveness.

35. Schielen, Stuart J. & Ray, M. Tipton Effective networking in community leisure services. In Schielen, Stuart J. & Ray, M. Tipton *Community Recreation and Persons With Disabilities: Strategies for Intergration* Paul H. Brookes Publishing 1988

This article identifies and establishes roles for individuals identified as key community personnel. While the identification is primarily associated with recreation programs, there is specific applicability to all areas of community transition.

36. Schwamm, Jeffrey B. Transition service centers: from school to work for students with developmental disabilities. *Rehabilitation Literature* 47:9-10 Sept./Oct. 1986

This article juxtaposes the federal interpretation of and initiatives in transition with that of the ARC of the United States. The brief presentation of the current inadequacies of linking providers with receivers supports the need for a new service delivery model. The article describes and illustrates the functions of a national system of transitional service centers [TSC] currently under development by the ARCs.

37. Simmons, Cindy Linking and short term case management through the single point of entry. *The Pointer* 32:2 Winter 1988

This article reviews the system for transition into adult services/case management in effect in Montgomery County, Maryland

38. Stodden, Robert A. & Boone, Rosalie Assessing transition services for handicapped youth: a cooperative interagency approach. *Exceptional Children* 53:6 1988 pp. 537-545

The major purpose of this article is to present a cooperative interagency approach for assessing the effectiveness of programs and services provided to facilitate the transition of handicapped students from school to adult community living.

39. Szymanski, Edna Mera; Hanley-Maxwell, Cheryl; & Parker, Randall Transdisciplinary Service Delivery. In Rusch, Frank R. (Ed.) *Supported Employment: Models, Methods, and Issues* Sycamore Publishing Co. 1990

The framework introduced in this article has two major components: transdisciplinary collaboration and an ecological approach. This framework is designed to assist practitioners and educators in special education, rehabilitation counseling, and related fields in understanding the complexities of preparing people with severe disabilities for employment. This framework is presented through the following topics: (a) background and rationale for a transdisciplinary, ecological framework; (b) transdisciplinary service delivery; (c) ecological framework for habilitation and rehabilitation; and (d) transdisciplinary ecological planning and service delivery.

40. Ward, Michael J. & Halloran, William J. Transition to uncertainty: status of many school leavers with severe disabilities. *Career Development for Exceptional Individuals* 12:2 Fall 1989

The purpose of this article is to analyze data in an effort to predict the number of youth with severe disabilities leaving school who are likely to need adult support services.

41. Wehman, Paul; Moon, M. Sherril; Everson, Jane M.; Wood, Wendy; & Barcus, J. Michael Planning for transition from school to work. In Wehman, Paul; Moon, M. Sherril; Everson, Jane M. Wood, Wendy; & Barcus, J. Michael *Transition From School to Work: New Challenges for Youth With Severe Disabilities* Paul H. Brookes Publishing 1989

The purpose of this article is to present a model for step by step interagency transition planning and implementation at the local level. Procedures are outlined for localities to use in five areas; developing local core teams, conducting needs assessments of local services, targeting changes in existing services, developing procedures for transition planning within a local education agency (LEA) and implementing and evaluating the outcomes of transition planning. Some of the charts in this article could be transferred into overheads for inservice programming.

42. **Wheeler, Jill** *Transitioning Persons With Moderate and Severe Disabilities From School to Adulthood: What Makes It Work?*  
ISBN-0-916671-80-1 1987

This short text reviews the processes involved in the setting up of transition services for moderately to severely handicapped individuals. Topics include:

- transition and legislation
- curriculum foundation of transition
- community based instruction
- transition teams/ITPs
- interagency cooperation
- recreation leisure.

43. **Wilcox, Barbara & Bellamy, G. Thomas** *Design of High School Programs for Severely Handicapped Students* Paul H. Brookes Publishing 1982

The eventual success of severely handicapped students in adult life is dependent upon complex relationships between three components: preparation in the schools, the transition period, and the quality of adult services. At it's best, the transition process involves coordination among multiple agencies, extensive family involvement, and individual advocacy.

There are a number of obstacles to the goal of successful community living. An inadequate array of community services, problems with individual eligibility and accessibility, and inappropriate support and service models all make the transition from school to work and adult life quite precarious. Changes in school-based transition planning and in the operation of adult service agencies are necessary if the benefits of a free appropriate education are to be fully realized.



**INSERVICE 6: INTEGRATION AND POST-SECONDARY TRANSITION**

1. **Alper, Sandra; Kloud, Harriet & Rike, Suzanne** Maintaining severely handicapped clients in competitive employment: follow-up procedures. *Techniques: A Journal for Remedial Education and Counseling* 1:3 October 1985

The purpose of this article is to describe community based follow-up procedures appropriate for severely disabled clients placed in competitive job sites.

2. **Anderson, Ronald J. & Stratho, Marlene, I.** Transition from school to work and community in Meers, Gary D. *Handbook of Vocational Special Needs Education...Second Ed.* Aspen Publications 1987

This article discusses and contrasts the OSERs transition model with subsequent models offered by other experts. Organizational support by public schools and human service agencies is addressed in relation to personnel needs and service delivery methods, and public school and human service agency responsibilities are discussed in relation to training and services provided. The interfacing relationship of schools and human service agencies in transition activities is also addressed.

3. **Aune, Elizabeth** A transition model for postsecondary-bound students with learning disabilities. *Learning Disabilities Research & Practice* 6 1991 pp. 177-187

This article describes a model for preparing students with learning disabilities for transition to postsecondary education. The article summarizes intervention activities and participant outcomes from a three year federally funded project, suggests key elements for successful transition, and provides recommendations for future studies.

4. **Brady, Michael P.; McEvoy, Mary A.; Gunter, Phil; Shores, Richard E.; & Fox, James J.** Considerations for socially integrated school environments for severely handicapped students. *Education and Training of the Mentally Retarded* Dec. 1984

This paper examines numerous variables that influence the integration of severely handicapped students into less restrictive school environments. Specifically, the paper presents research and practice findings related to:

- opportunities for interaction
- the social behavior of handicapped and non-handicapped individuals
- activities typically used in transition efforts
- student, teacher, and administrator roles.

5. **Bramley, J. & vanKraayenoord, C.E. Integration versus segregation: reflections of a group of young women with disabilities about their education and post-school experiences. *Journal of Practical Approaches to Developmental Handicap* 14:2 1990**

The purpose of the study was to describe the experiences of women with physical and sensory disabilities who had attended both segregated and mainstream schools. Their reflections upon their schooling and their post-school activities are reported, using multiple case studies. The results indicate that although the majority considered integration to have been beneficial, their experiences both in the school and immediate post-school period were influenced more by their disability than by gender or placement issues.

6. **Buchanan, Mary & Weller, Carol The learning disabled young adult in transition from school to career. *Journal of Rehabilitation* Fall 1984**

Relatively recently, vocational rehabilitation has acquired the mission of providing appropriate transition services for young adult learning disabled individuals. Factors that should be considered in this transition process include an understanding of the diversity of the client pool, the components of a diagnostic history and the development of a career preparation plan. An interdisciplinary transition model is proposed that defines the shared and personal roles of the counselor, the instructor, and/or employer, and the learning disabled individual.

7. **Bull, Bruce & Bullis, Michael A national profile of school based transition programs for deaf adolescents. *American Annals of the Deaf* 136:4**

In this study, the transition of 326 secondary educational programs for deaf and severely hearing impaired adolescents were surveyed. Based on data, it appears that residential schools implemented transition the best of all types of schools.

8. **Clark, Gary M. Career preparation for handicapped adolescents: a matter of appropriate education. *Exceptional Education Quarterly* 1:2 August 1980**

This article presents a case for professional educators making a full commitment to individualization for handicapped high school students. Such a position is based on the assumption that individualization of both content and instructional approach will lead to appropriate education. It is also based on an awareness that there is a real dilemma for secondary special educators in decisions regarding placement of students in the least restrictive environments due to variations in curriculum content found in secondary schools.

9. Cobb, Brian & Masazi, Susan Brody School aged transition services: options for adolescents with mild handicaps. *Career Development for Exceptional Individuals* 10:1 Spring 1987

This paper focuses on those programs and services at the high school level that can meet the transitional services needs for mildly handicapped students. The paper advances the assumption that special education programs need to include employment placement or post secondary education placement outcomes as well as academic achievement outcomes.

10. de Bettencourt, Laurie U.; Zigmond, Naomi; & Thornton, Helen Follow-up of post-secondary age rural learning disabled graduates and dropouts. *Exceptional Children* 56:1 1989 pp. 40-49

This article reports the dropout rates, basic skills competency levels, and employment status of a group of semi-rural learning disabled post secondary age youth and a control group of non-learning disabled same age peers. Findings indicated significantly higher dropout rates and significantly lower basic skills competency levels among LD youth.

11. Dobbe-Boebe, Patricia & Karen, Orv. A. A methodology for a community based vocational program for adults. In Horner, Robert M.; Meyer, Luanna H. & Fredericks, W.D. *Bud Education of Learners With Severe Handicaps: Exemplary Service Strategies* Paul H. Brookes Publishing 1986

The authors advance the proposition that severely handicapped persons can be competent in a wide variety of non-sheltered jobs, particularly when they can exercise choices based on their individual preferences. The authors develop their position through an analysis of the Vocational Education Alternatives [VEA] program in Wisconsin.

12. Edgar, Eugene Providing ongoing support and making appropriate placements: an alternative to transition planning for mildly handicapped students. *Preventing School Failure* 35:2 Winter 1991 pp. 36-39

We need additional services to augment instruction. In the area of transition, these services can be conceptualized as appropriate placement and ongoing support systems.

13. Fairweather, James S.; Stearns, Marlen S.; & Wagner, Mary M. Resources available in school districts serving secondary special education students: Implications for transition. *Journal of Special Education* 22:4 1989 pp. 419-432

Survey data were gathered from 1450 school districts to determine the extent to which vocational and transition oriented services were available to secondary age special education students. Extensive variation between districts was found in the types of students served and in the configuration of agencies serving them.

14. Fourqurean, John M.; Melsgeler, Charles; Swank, Paul R. & Williams, Robert E. Correlates of postsecondary employment outcomes for young adults with learning disabilities. *Journal of Learning Disabilities* 24:7 Aug./Sept. 1991

The purpose of this study is twofold: [a] to examine the efficiency of a set of selected variables for predicting postsecondary employment success for young adults classified as learning disabled in high school and [b] to provide a portrayal of employment adjustment in the first years after exiting high school.

15. Frank, Alan R.; Sittlington, Patricia L. & Carson, Rori Transition of adolescents with behavioral disorders-Is it successful? *Behavioral Disorders* 16:3 May 1991 pp. 180-191

This study investigated the adjustment, one year after leaving school, of 130 individuals with behavioral disorders. General adjustment areas included living arrangements, leisure activities, mechanisms used to cope with personal problems, and difficulties with law enforcement agencies. Percentage employed, location of employment, hours worked, wages, status, area of job, fringe benefits, and source of help in finding a job are also reported. Individuals were also asked to rate their high school experiences relative to their usefulness in preparing them for various facets of adult life.

16. Gill, Doug & Edger, Eugene Outcomes of a vocational program designed for students with mild disabilities: the Pierce county vocational/special education cooperative. *The Journal for Vocational Special Needs Education* Spring 1990

This article reviews some of the basic assumptions of vocational education programs for students with mild disabilities. An overview of the Pierce county vocational/special education cooperative is presented along with data on the employment level, quality of employment and attendance in postsecondary education settings of graduates of this program, a pre-intervention group, and a comparison cohort. Significant differences were noted in favor of the intervention group. A discussion of important variables in implementing an effective vocational education program for students with mild disabilities is provided.

17. **Helloran, William D. & Weard, Michael J. Improving transition programming: changing special education's focus. *The Pointer* 32:2 Winter 1988**

The authors propose the following changes in focus for special education programs if transition is to be successful:

- programming for future environments
- expanding the availability of adult services for youth with severe disabilities
- a thirteenth year for students with mild handicaps

The authors also speak of three components necessary for effective transition programs:

- involvement of families as partners in maximizing independence
- community basis
- working relationships with employers

18. **Hering, Kathryn A. & Lovett, David L. A follow-up study of special education graduates. *Journal of Special Education* 23:4 1990**

This study investigated the vocational and community adjustment of 129 special education high school graduates. The sample comprised graduates between the years 1983 and 1985; 64% were male. The employment picture was not optimistic for these individuals. Only 33% of the sample were employed competitively. Most subjects (70%) were living with their families, 15% were in group homes, 12% were living independently, and 3% lived in institutions. For the most part, respondents were mobile in the community.

19. **Herr, Edwin, L. Career development and mental health. *Journal of Career Development* 16:1 Fall 1989**

While the extent of linkages and the patterning of the relationships between career development and mental health is yet to be fully studied and articulated, this paper argues that such connections exist. Given this premise, it contends that career counseling serves a therapeutic modality.

20. **Hopkins-Best, Mary & Wilnamaki, Margeret Bibliootherapy for disabled students in school to work transition. *Techniques: A Journal for Remedial Education and Counseling* 1:3 October 1985**

This article [a] describes the problems students with disabilities must overcome in making a successful transition, [b] suggests applications and techniques for using bibliootherapy to enhance transition and [c] cites various resources.



21. Kortering, Larry J. & Elrod, G. Franklin Programs for adolescents with mild handicaps: evaluating where we are and contemplating change. *Career Development for Exceptional Individuals* 14:2 Fall 1991 pp. 145-157

The authors of this article pursue two outcomes. First, it offers an examination of the progress we have made in educating adolescents with mild handicaps. This examination is based on two measures of effectiveness: [a] what happens to former students with mild handicaps after they leave programs and [b] to what extent do students complete their basic education by virtue of being graduated. Second, in response to perceived shortcomings, the authors present a model for pursuing improvement and restructuring. This model is presented by examining the infusion of three areas of development or strands into existing programs. An infusion of these strands offers a means to pursue improvement to better meet the needs of today's students, the workforce and society in general.

22. Martin, James E.; Schnelder, Kenneth E.; Rusch, Frank R.; & Geske, Terry G. Training mentally retarded individuals for competitive employment. *Exceptional Education Quarterly* 3:3 November 1982

This article attempts to suggest that competitive employment is an efficient use of society's resources. Counterfactual data clearly indicates that traditional placement of an individual into extended employment, work activity, or day care results in a fixed cumulative cost to society. Presently, there are sufficient disincentives associated with supplemental security income and similar welfare programs for disabled individuals.

23. Merachnik, Donald Enhancing employability and promotability of special needs students. *The Journal of Vocational Special Needs Education* Winter 1987

Special needs educators need to focus on two specific concerns: targeting the jobs which will be open in the years ahead and the changes necessary in educational programs to improve preparation and employment of students.

24. Neubert, Debra & Tilson, George P.J. The critical stage of transition: a challenge and an opportunity. *The Journal for Vocational Special Needs Education* Fall 1987

This article is a description of a postsecondary transition model that currently provides services to LD and mildly MR individuals. Job training and tryout is a time limited, collaborative transition model.

25. Osgood-Smith, Judith Social and vocational problems of adults with learning disabilities: a review of the literature. *Learning Disabilities Focus* 4:1 1988 pp.46-58

This article reviews the literature pertaining to the social and vocational problems of adults with learning disabilities. A chronological overview of this rapidly developing literature, critical evaluation of data based studies, and research findings and implications for the field are presented.

26. Patton, Ellen Transition planning for mildly handicapped secondary students: a Montgomery county pilot project. *The Pointer* 32:2 Winter 1988

This article describes the process that one high school in Montgomery county, Maryland developed and implemented for its' handicapped students to prepare them more effectively for the transition from school to work.

27. Rusch, Frank A. & Chadeay-Rusch, Janis Employment for persons with severe handicaps: curriculum development and coordination of services. *Focus on Exceptional Children* 17:9 May 1985

This article provides curriculum guidelines that will enable school personnel to take a leadership role in enhancing students' meaningful transition from school to work. It also describes the need for coordinated services that will result in an effective, efficient transition from school to work.

28. Sallor, Wayne The educational, social, and vocational integration of students with the most severe disabilities. In Kerzner-Lipsky, Dorothy & Gartner, Alan *Beyond Education: Quality Education for All* Paul H. Brookes Publishing 1989

This article reinforces Tom Bellamy's assertion that " Local schools should be for everyone." What has been lacking is a coordinated local delivery system with which to replace the segregated and parallel structure that has been built up over the past 2 decades or so, to meet the educational needs of students with severe disabilities. A unification of regular and special education is called for to reintegrate children into regular schools and classrooms and to insure that children with severe intellectual disabilities are no longer secluded from mainstream life experiences during and after their school years.

29. Schuster, John W. Sheltered workshops: financial and philosophical liabilities. *Mental Retardation* 28:4 August 1990

Some of the economic and philosophical reasons why sheltered workshops remain liabilities within the field of special education were discussed. Low wage rates, the unavailability of work, changing industrial forecasts for blue collar employment, financial dependence, tax returns, segregation, and normalization issues, along with other factors, were examined to provide support for the assertion that sheltered workshops are not providing clients with appropriate work experience.

30. Sowers, JoAnn & Powers, Laurie Developing work training and experience sites. In Sowers, JoAnn & Powers, Laurie *Vocational Preparation and Employment of Students with Physical and Multiple Disabilities* Paul H. Brookes Publishing 1991

Traditionally, vocational programs offered by schools for students with severe disabilities involved training on simulated tasks in classroom settings. This was an appropriate approach when the only employment option available to these students as adults was in sheltered workshops or work activity centers. Along with the adult services movement to provide these individuals with the opportunity to work in nonsheltered settings, most school vocational programs have shifted their focus to community based work experiences.

31. White, Stephen Developing employment options for special populations in rural America. *The Journal for Vocational Special Needs Education* Winter 1990

For youth with special needs, living in a rural community during the 1970s has meant both fewer opportunities at school and in the work force. This article describes local efforts to meet the needs of rural Americans with special needs in terms of employment. The opportunities for vocation special needs education is discussed within the context of an entrepreneurial model of service delivery which makes schools employment incubators.

32. White, Stephen Least restrictive employment: the challenge to special education. *Career Development for Exceptional Individuals* 10 Spring 1987 pp. 33-41

This paper describes two training models to illustrate how least restrictive employment can be implemented for disabled students with a variety of abilities. The vocational skills training model prepares those students who are likely to become competitively employed for locally referenced entry-level occupations, while the high visibility, low incidence model is designed for severely disabled students who are unlikely to become competitively employed.

**INSERVICE 7: JOB DEVELOPMENT/ PLACEMENT**

1. **Bremkamp, Steven** Anticipating future competitive employment needs: a primer for the job development specialist. *Journal of Practical Approaches to Developmental Handicap* 10:1 1986

The purpose of this paper is to outline a basic approach to identifying where employment trends and business growth are most likely to occur so as to assure greater success in the business of job placement.

2. **Chadsey-Rusch, Janis; Rusch, Frank R. & O'Reilly, Mark F.** Transition from school to integrated communities. *Remedial and Special Education* 12:6 Nov./Dec. 1991

In this article, the authors use Halpern's [1985] recommended outcomes [i.e. employment, residential, and social and personal relations] as the overarching framework to review research related to outcomes that youth in special education are reportedly attaining after they leave school. Literature identifying variables that may impact on these outcomes are also presented. Finally, unresolved issues and areas for future research are considered.

3. **Cherner, Ivan** Employability credentials: a key to successful youth transition to work. *Journal of Career Development* 15:1 Fall 1988

This paper describes the concept of a new employability credential for youth. It examines the essential elements of such a credential and explores the process that one should follow in developing an employability credential.

4. **Edger, Eugene** Employment as an outcome for mildly handicapped students: current status and future directions. *Focus on Exceptional Children* 21:1 September 1988

By entrance into high school, some 70% to 80% of all special education students are accounted for in the three categories of learning disabled, mildly mentally retarded, and emotionally disturbed. This article focuses on the employment outcomes of this group of students, referred to broadly as mildly disabled.

5. **Fass, Larry A.** Predictors of transition problems among learning disabled adults. *American Rehabilitation* Winter 1988/89

This study reviewed the post high school employment histories of L.D. subjects. Findings from this study are reported in terms of composite and employment histories and quantitative predictors of successful and unsuccessful transitions from school to employment.

**6. Fee Schedule For Private Pay Workshop Clients**

Current fee schedule and contact persons at Montgomery county sheltered workshops.

- 7. Geleika, James R. Projects with Industry: Its' role in transition. *American Rehabilitation* 12:3 Summer 1986 pp. 2-5, 14-15**

Projects With Industry (PWI) is a national program of over 200 individual projects designed to facilitate employment of persons with disabilities. While individual PWI projects differ widely in both approach and sponsorship they have several elements in common, including an emphasis on job placement services and a strong relationship with business and industry.... the employees.

- 8. Gior, Eleanor D. Job placement of mentally handicapped people: an employer's viewpoint. *Journal of Practical Approaches to Developmental Handicap* 12:1 1988**

It is possible for persons with mental handicap to work in a normal office environment. It requires determination, some skepticism about the expectations of professionals, a welcoming environment, appropriate tasks, more training and supervision than usual, time for handicapped staff to learn the job and develop stamina, and time for regular education staff to adjust.

- 9. Goetz, Lori; Lee, Mellanie; Johnston, Stacey; & Gaylord-Ross, Robert Employment of persons with dual sensory impairments: strategies for inclusion. *Journal of the Association for Persons with Severe Handicaps* 16:3 1991 pp. 131-139**

Case study examples highlight several strategies used by Bay Area Personnel Systems, a model demonstration project, to ensure the inclusion of persons with dual sensory impairments and other multiple disabilities in integrated community employment.

- 10. Goldberg, Richard T.; McLean, Mary M.; LaVigne, Robert; Fratellillo, James; & Sullivan, Florence T. Transition of persons with developmental disability from extended sheltered employment to competitive employment. *Mental Retardation* 28:5 October 1990**

The proposition was tested that persons with developmental disabilities randomly assigned to a supported work program would obtain more employment in the competitive labor market than would a randomly assigned group of control subjects receiving conventional workshop services. A measure of association conducted between the two groups and 3 categories obtained significantly more employment in the supported work group.



11. Hanley-Maxwell, Cheryl; Rusch, Frank R.; & Rappaport, Julian  
A multi-level perspective on community employment problems  
for adults with mental retardation. *Rehabilitation Counseling  
Bulletin* 32:3 1989

An analysis of the existing employment literature revealed that the target for intervention has most often been limited to the individual. The viewpoint suggested by this article calls for a reframing of the questions asked and advocates broader consideration to planning interventions at the small group, organizational, and institutional and community levels as well as the individual level. Proposals for new interventions are made at each of these levels.

12. Hasazi, Susan Brody & Clark, Gary M. Vocational preparation  
for high school students labeled mentally retarded:  
employment as a graduation goal. *Mental Retardation* 26:6  
December 1988

Promising practices for facilitating the achievement of full employment for students labeled mentally retarded are suggested and trends that will influence the manner in which services are provided were identified.

13. Hasazi, Susan Brody; Johnson, Rosamund, E.; Hasazi, Joseph E.;  
Gordon, Lawrence R.; & Null, Marc Employment of youth with  
and without handicaps following high school: outcomes and  
correlates. *Journal of Special Education* 23:3 1989  
pp. 243-255

Factors associated with the employment status of students with and without handicaps were investigated in a sample of 133 youths from nine Vermont School Districts. Information was obtained on current employment status, employment and training history, social service utilization, and residential status. Additional information regarding educational history, age, and community demographics was obtained through individual student records. Results indicated that students without handicaps had more favorable post high school employment outcomes than students with handicaps.

14. Heal, Laird W.; Gonzalez, Patricia; Rusch, Frank R.; Copher,  
Janell I. & DeStefano, Lizanne. A comparison of successful and  
unsuccessful placements of youths with mental handicaps into  
competitive employment. *Exceptionality* 1:3 1990

The most important elements contributing to successful job placements are placement agency follow up support; home support; the individual's job skills, social ability, and match to job demands; the creativity and persistence of the placement specialist; incentive to employers [e.g. tax credits and employment subsidies]; and employer support of the placement.

15. Hill, Janet W.; Wehman, Paul; Hill, Mark; & Goodall, Patricia  
Differential reasons for job separation of previously  
employed persons with mental retardation. *Mental  
Retardation* 24:6 1986 pp. 347-351

Reasons for job separations of persons with mental retardation who were competitively employed during a 6 year study period were analyzed. Of the 107 separations that occurred, 50% were caused by employee-related reasons [ e.g. attitude problems and skill or behavioral deficits] The other half were caused by environmental forces.

16. Inge, Katherine J.; Banks, P. David; Wehman, Paul; Hill, Janet;  
& Shafer, Michael S. Quality of life for individuals who are  
labeled mentally retarded: evaluating competitive  
employment versus sheltered workshop employment.  
*Education and Training of the Mentally Retarded* June 1988  
pp. 97-104

The purpose of the present study was to measure the changes in the quality of life of individuals placed into competitive employment compared to a matched control group of individuals remaining in sheltered workshop settings. Although significant methodological shortcomings were identified that limit the generalizability of the findings, the results of the study provide an encouraging picture of the positive effects of competitive employment on the quality of life of persons with mental retardation.

17. Jackson, Robin Alternative employment schemes for  
developmentally handicapped people: some observations.  
*Journal of Practical Approaches to Developmental Handicap*  
10:1 1986

This paper seeks to identify certain features in the present economic, political and social climate in Britain which militate against the development of effective rehabilitation services for developmentally handicapped people. Critical attention has been given to one alternative employment scheme in order to highlight some of the difficulties in establishing alternatives to open employment.

18. Kiernan, William E.; McGaughey, Martha J.; & Schalock, Robert  
Employment environments and outcome for adults with  
developmental disabilities. *Mental Retardation* 26:5  
October 1988

Data from 1119 facilities providing vocational services to 112,996 adults with developmental disabilities were used to analyze current employment patterns and client referenced outcomes. General results included: [a] 5.6% of the sample entered transitional training/ employment; 3.7% supported employment; and 10.6% competitive employment; [b] 57.6% of the sample were placed or served in sheltered employment; [c] higher wages were associated with less severe disability levels and more normalized employment environments; [d] most clients were placed into service, benchwork, or clerical/sales occupations; [e] most returns were to the pre-placement environment if the job terminated, rather than a second alternative and [f] of those receiving social security benefits, more than 1/2 reported that their benefits were affected by employment.

19. Mank, David; Oorthuys, John; Rhodes, Larry; Sandow, Dennis; &  
Weyer, Tim Accommodating workers with mental disabilities.  
*Training and Development Journal* Jan. 1992 pp. 49-52

Training the workforce of the future means opening doors to disabled workers, even those with severe mental disabilities. A new study says that companies can accommodate such employees by teaching their co-workers basic training skills.

20. Noble, John H. & Conley, Ronald W. Accumulating evidence on  
the benefits and costs of supported and transitional  
employment for persons with severe disabilities. *Journal of  
the Association for Persons with Severe Disabilities* 12:3  
1987 pp. 163-174

Evidence about the benefits and costs of supported and transitional employment for persons with severe disabilities is presented along with relevant caveats in the absence of controlled studies. Some of the major forms of supported and transitional employment services are compared with adult day care and traditional sheltered workshops, including work activity centers. Despite weaknesses in the data, sufficient information exists to argue that all forms of employment--supported, transitional and sheltered-- are more productive in terms of earnings and less costly to provide than adult day care.

21. Rhodes, Larry E. & Valente, Lee Industry-based supported  
employment: an enclave approach. *Journal of the Association  
for Persons with Severe Handicaps* 10:1 1985 pp 12-20

This article describes a program model that provides ongoing supported employment within a normal industrial setting to six persons previously judged to have severe handicaps. After 1 year, employees have dramatically increased earnings and productivity over previous earnings and national averages, and public costs have declined to 1/3 the costs of alternative state programs.

22. **Salzberg, Charles L.; Lignugaris-Kraft, Benjamin; & McCuller, Glen L. Reasons for job loss: a review of employment termination studies of mentally retarded workers. *Research In Developmental Disabilities* 9 1988 pp. 153-170**

This article reviews studies over a 35 year period that have examined job loss in mentally retarded workers. Reasons for job loss among MR workers are broadly distributed across both social and nonsocial domains, including job responsibility factors such as attendance and punctuality, task production factors such as inadequate quality and rate of work, task related social skill deficits such as not following instructions and responding inappropriately to criticism, and personal social inadequacies such as inappropriate dress, bizarre and aggressive behavior, and inadequate or offensive verbal repertoires.

23. **Sowers, JoAnn & Powers, Laurie Placing students into paying jobs. In Sowers, JoAnn & Powers, Laurie *Vocational Preparation and Employment of Students with Physical and Multiple Disabilities* Paul H. Brookes Publishing Co. 1991**

The discussion in this chapter focuses on strategies that can be used to create employment situations for students with physical and multiple disabilities. Specifically, alternative job development, wage, and support strategies will be addressed. In addition, a description of the activities involved in the process of establishing individual employment situations for students who are nearing departure from school is provided.

24. **Uladero, Debra Disabled students found to achieve 'mixed success' *Education Week* 11:26 1992 pp. 1, 25**

Young people with disabilities are meeting with 'mixed success' as they struggle through high school and search for meaningful, well-paid employment, data from three new federal studies indicate.

25. **Wehman, Paul; Kregel, John; & Seyforth, John Transition from school to work for individuals with severe handicaps: a follow up study *Journal of the Association for Persons With Severe Handicaps* 10:3 1986**

This study assessed the employment status of 117 transition age young adults with moderate, severe, or profound mental retardation in Virginia. Data was collected by trained interviewers on variables related to employment level, wages earned, types of jobs, assistance available, etc. The findings of this study indicated high unemployment rates of almost 88%. Only 14 were competitively employed and even for them, wages were low.

26. Whitehead, Claude W. Employment opportunities of the future. In Rusch, Frank R. (Ed.) *Supported Employment: Models, Methods, and Issues* Sycamore Publishing Co. 1990

The goal of this article is to provide a base of information on the labor market that will broaden the perspective of educators, trainers, and other service providers, as well as of persons with developmental disabilities, their parents and guardians, and others about the world of work--today and tomorrow.

27. Wilcox, Barbara & Bellamy, G. Thomas *Design of High School Programs for Severely Handicapped Students* Paul H. Brookes Publishing 1982

The eventual success of severely handicapped students in adult life is dependent upon complex relationships between three components: preparation in the schools, the transition period, and the quality of adult services. At it's best, the transition process involves coordination among multiple agencies, extensive family involvement, and individual advocacy. There are a number of obstacles to the goal of successful community living. An inadequate array of community services, problems with individual eligibility and accessibility, and inappropriate support and service models all make the transition from school to work and adult life quite precarious. Changes in school-based transition planning and in the operation of adult service agencies are necessary if the benefits of a free appropriate education are to be fully realized.

28. Will, Madelaine *Bridges From School to Working Life*

This paper sets forth the Office of Special Education and Rehabilitative Services [OSERS] concepts and policies concerning transition issues and programming for transition improvements. The paper focuses on bridging the gap between high school services and employment placing emphasis on the creation of three distinct tracks toward that employment goal: no special services needed, time limited services needed, and ongoing services needed.



**INSERVICE 8: SUPPORTED/SUPPORTIVE EMPLOYMENT**

1. **Bell, Ronald G. Achievement of independent employment by a severely mentally handicapped person: programme description and analysis of job costs. *Journal of Practical Approaches to Developmental Handicap* 12:1 1988**

This paper documents one small-scale success story, wherein a severely handicapped youth was helped to obtain non-segregated employment through the efforts of a job coach. The paper demonstrates that even small single individual programmes can show very favorable outcome and cost benefit.

2. **Cohen, Deborah E.; Patton, Sarah L.; & Mella, Richard P. Staffing supported and transitional employment programs: issues and recommendations. *American Rehabilitation* 1987 pp. 20-24**

This article presents an overview of the findings of a study by Wehman & Mella. It reviews the study's methods and findings, including a summary of proceedings and recommendations of a two day consensus seminar attended by many leaders in supported and transitional employment.

3. **Cooper, Abby & Mank, David Integrated employment for people with severe physical disabilities: case studies and support issues. *American Rehabilitation* Autumn, 1989**

This article describes competitive supported and integrated employment as it has developed for five persons with severe physical disabilities in Seattle, Washington, and discusses support issues at both individual and program levels.

4. **Doene, Raymond C. & Valente, Michael E. The role of job coaching in vocational rehabilitation. *Journal of Rehabilitation* Nov./Dec. 1977**

The process of "job coaching" is a new integral part of vocational rehabilitation wherein the primary thrust is client performance and success in the competitive labor market. The prevailing task of the job coach is client readiness and adjustment to employment, work performance, and job success. The typical description of a job coach encompasses a variety of tasks which are centered upon people relationships. Essentially, the job coach contributes to the continual rehabilitation process of "fitting the job to the man" and "fitting the man to the job".

5. Dobbe-Beebe, Patricia & Karan, Orv. C. A methodology for a community based vocational program for adults. In Horner, Robert H.; Meyer, Luanne, H.; Fredericks, H.D. Bud *Education of Learners with Severe Handicaps: Exemplary Service Strategies* Paul H. Brookes Publishing 1986

The authors advance the proposition that severely handicapped persons can be competent in a wide variety of non-sheltered jobs, particularly when they can exercise choices based on their individual preferences. The authors develop their position through an analysis of the Vocational Education Alternatives [VEA] program in Wisconsin.

6. Ehrston, Mikael E. & Izzo, Margaretha Uresburg Special needs youth and adults need a helping hand. *Journal of Career Development* 15:1 Fall 1988

It is clear that many individuals with disabilities do require a helping hand to make it beyond the interview and into a successful employment situation. The transition process is a very individualized process that can be charted by the IEP. A successful transition program utilizes the "train-place-train" concept, where vocational training is provided in the school environment, then placement in a competitive job occurs, and finally, on the job training is provided in that competitive work site by a job coach. This job coach provides the support necessary until the employee is successful and can work independently.

7. *Example Sheltered Workshop Contract*

Prototype for development of sheltered workshop contract for moderately to severely handicapped students

8. Ferguson, Dianne L. & Baumgart, Diane Partial participation revisited. *Journal of the Association for Persons With Severe Handicaps* 16:4 1991 pp. 218-227

This article reanalyzes the principle of partial participation which was introduced in 1982 to support educational programming for students with the most severe and profound disabilities. The article presents four 'error patterns' in how the concept has been used, some reasons why such error patterns have occurred, and strategies for avoiding these errors.

9. Gardner, James F.; Chapman, Michael S.; Donaldson, Gary; & Jacobsen, Solomon G. *Toward Supported Employment: A Process Guide for Planned Change* Paul H. Brookes Publishing 1988

A review of staff roles in supported employment. In addition, a summary of the types of supports a staff member can give to disabled workers are reviewed.

10. Griffin, S.L. & Lowry, J. Supported employment for persons with deaf-blindness and mental retardation. *Journal of Visual Impairment & Blindness* 83 December 1989 pp. 495-499

This article distinguished particular members of the deaf-blind population as needing additional support to secure and maintain employment. Supported employment is examined and offered as an appropriate vehicle for providing this needed support. Issues surrounding supported employment are provided and examined to raise questions for further exploration.

11. Hanley-Maxwell, C.; Griffin, S.; Szymanski, E.M.; & Godley, S.H. Supported and time limited transitional employment services. *Journal of Visual Impairment & Blindness* 84 April 1990 pp.160-166

This article explores the issues related to the use of supported employment and time related transitional employment for blind and visually impaired persons, many of whom are unemployed or underemployed. It defines the concepts of supported and time limited transitional employment, describes the characteristics that distinguish these services from others, and discusses the need for these services from the ecological, philosophical, fiscal and learning perspectives.

12. Hirsch, Sheri Welsz Meeting the vocational needs of individuals with psychiatric disabilities through supported employment. *Journal of Rehabilitation* Autumn 1989

This article discusses how the supported employment model can meet the vocational needs of individuals with psychiatric disabilities. The vocational needs of individuals with psychiatric disabilities are outlined through examination of the elements of vocational success and a discussion of the Fountain House model and Boston University's psychiatric rehabilitation approach. Finally the author provides guidelines for integrating the supported employment model into existing vocational services.

13. Horner, Robert H. Introduction to supported employment methods. In Rusch, Frank R. (Ed.) *Supported Employment: Models, Methods, and Issues* Sycamore Publishing Co. 1990

Supported employment is both a theoretical approach and a behavioral technology for assisting people to be employed. Theoretically, it represented a move away from preparing people to be "ready" for employment to defining the type and level of support a person needed right now to be successfully employed. The significance of this shift is evidenced by the current moves to adopt a similar logic for supported education and supported living.

**14.           *Hotel Aide Training Program: Summary Report***

1989/1990 summary of activities of the hotel aide training program. Should be viewed as an example of training leading to supported/ supportive employment.

**15.           Kregel, John   Opportunities and challenges: recommendations for the future of the national supported employment initiative. In Wehman, Paul; Kregel, John; & Shafer, Michael S. *Emerging Trends in the National Supported Employment Initiative: A Preliminary Analysis of 27 States*. Rehabilitation Research and Training Center on Supported Employment ... Virginia Commonwealth University 1989**

This paper summarizes the major accomplishments of the systems change projects to date (1989). It focuses upon program and policy development, consumer characteristics and outcomes, and agency expenditures for supported employment. Three specific areas are addressed: the development of supported employment programs, incorporating supported employment into the rehabilitation system, and policy development and program implementation.

**16.           Kregel, John; Shafer, Michael S.; Wehman, Paul; & West, Michael   Policy development and public expenditures in supported employment: current strategies to promote statewide systems change. *Journal of the Association for Persons with Severe Handicaps* 14:4 1989**

This article reports the results of a survey of 27 states that recieved major system change grants from the Rehabilitation Services Administration (RSA) to convert traditional day activity programs to supported employment. The results indicate that although mechanisms have been developed to establish a large number of supported employment programs, states are taking a very cautious approach toward converting existing segregated employment settings, funding for on-going support services is often unavailable, and specific procedures for including individuals with the most severe disabilities are poorly defined.

**17.           Kregel, John & Wehman, Paul   Supported employment: promises deferred for persons with severe disabilities. *Journal of the Association for Persons with Severe Disabilities* 14:4 1989**

The extent of supported employment participation by individuals with severe or profound disabilities was investigated through an analysis of the employment histories and functional characteristics of 1411 individuals involved in supported employment programs in eight states. Results indicated that individuals currently participating in supported employment possessed very limited previous employment experience, yet did not possess functional characteristics indicative of individuals with severe or profound disabilities. They were found to be minimally represented in current supported employment efforts, representing less than 8% of all individuals investigated.

18. Kregel, John; Shafer, Michael S.; Wehman, Paul; & West, Michael Policy and program development in supported employment: current strategies to promote statewide systems change. In Wehman, Paul; Kregel, John; & Shafer, Michael S. *Emerging Trends in the National Supported Employment Initiative: A Preliminary Analysis of 27 States* Rehabilitation Research and Training Center on Supported Employment ... Virginia Commonwealth University 1989

As a national initiative, supported employment remains a very new employment alternative for individuals with developmental and other severe disabilities. The federal strategy of funding state systems change projects has been successful in facilitating the development of policies and strategies that have encouraged the large scale implementation of supported employment. However, much remains to be accomplished in several key policy areas and the ultimate effect of recent policy efforts will not be known for some time.

19. Lagomercino, Thomas & Rusch, Frank R. Supported employment: transition from school to work. *American Rehabilitation* Fall 1987

Supported employment contains three essential elements: wages paid; an integrated setting; and ongoing support services. The authors argue for a view of transition which results in a meaningful outcome that enables people with disabilities to be integrated into the workplace and in the community at large.

20. Liebman, Judith Supported employment: does it really work? *RE:view* 22:2 1990

The supported employment of the New Jersey Commission for the Blind and the Visually Impaired successfully overcame some initial problems. Thirty seven clients have been referred to the contracting agencies; 10 clients were placed in competitive work situations earning above minimum wage salaries. Future plans include increasing the number and sources of referrals and the support services for the clients.

21. McDonnell, John; Nofs, Diane; Hardman, Michael; & Chambliss, Cathy An analysis of the procedural components of supported employment programs associated with employment outcomes. *Journal of Applied Behavior Analysis* 22:4 1989 pp. 417-428

This study examined the relation between the procedural components of supported work programs and employment outcomes for 120 individuals with disabilities. The results suggest that successful implementation of supported employment services led to ongoing employment of study participants in community work sites, increased wages, and ongoing opportunities for workers to interact with nondisabled peers.



**22. Marriott Supported Project**

Marriott Corporation realizes that an ongoing challenge for the organization is the training and development of people in the hospitality field. This challenge has led Marriott to actively recruit, hire and train individuals with disabilities, resulting in over 8000 workers with disabilities in Marriott's workforce.

**23. Neubert, Debra & Tilson George P. Jr. The critical stage of transition: a challenge and an opportunity. *The Journal for Vocational Special Needs Education* Fall 1987**

This article is a description of a postsecondary transition model that currently provides services to LD and mildly MR individuals. Job training and tryout is a time limited, collaborative transition model.

**24. Philadelphia Task Force on Community Integrated Employment Minutes of April 16, 1990**

**25. Rhodes, Larry & Drum, Charles Supported employment in the public sector: procedural issues in implementation. *Journal of the Association for Persons with Severe Handicaps* 14:3 1989**

The purpose of this investigation was to promote discussion of ways in which states can facilitate implementation of supported employment, with a particular emphasis on state hiring practices. A survey of selected states provided a basis for identifying several policy or procedural areas that present particular problems to supported employment programs. The survey identified barriers to public sector employment of persons with severe disabilities and reported the methods by which each state is responding to the barriers identified.

**26. Rhodes, Larry; Sandow, Dennis; Mank, David; Buckley, Jay; & Albin Joyce Expanding the role of employers in supported employment. *Journal of the Association for Persons With Severe Handicaps* 16:4 1991 pp. 213-217**

Since the Workforce 2000 report documenting labor trends and issues was released by the Hudson Institute in 1987, business and industry have been reevaluating how support is provided to employees. Employee assistance programs, renewed investment in training, and other accommodations for an increasingly diverse workforce present an unparalleled opportunity to bring supported employment technology, values, and systems to contemporary business. This paper is an initial attempt at reconceptualizing supported employment and the role of employers in providing support. Changing strategies and future research questions that may need to be addressed are discussed.

27.           Rogan, Pat & Hagner, David   Vocational evaluation in supported employment. *Journal of Rehabilitation* Winter 1990

The authors address problems with traditional approaches to vocational evaluation in relation to people with severe disabilities. Ways in which supported employment has been adopted within traditional vocational evaluation practices are discussed. Arguments supporting the need for reexamination and revamping of traditional ideologies and practices are presented. A model of vocational evaluation is offered which is compatible with the underlying principles of supported employment.

28.           Rogan, Pat & Murpy, Stephen   Supported employment and vocational rehabilitation: merger or misadventure. *Journal of Rehabilitation* 57:1 Spring 1991 pp. 39-45

This article examines the current status of implementation in reference to these underlying premises: integrated work, long term support, services to people with severe disabilities, and unconditional inclusion. Arguments supporting the need for sweeping changes in the federal-state vocational rehabilitation system to accommodate supported employment as it was originally intended are presented along with recommendations for such change.

29.           Rusch, Frank R. & Hughes, Carolyn   Overview of supportive employment. *Journal of Applied Behavior Analysis* 22:4 1989 pp. 351-363

This article traces the emergence of supported employment as a result of philosophical changes in expectations for persons with disabilities, based on scientific developments that challenged traditional service delivery models. supported employment program characteristics also are reviewed, and the influence of applied behavior analysis is outlined.

30.           Rusch, Frank R. & Hughes, Carolyn   Supported employment: promoting employee independence. *Mental Retardation* 26:6 December 1988

A process that employment specialists may use in supported employment to promote the independent performance of target employees was introduced. Three strategies were introduced that included:

- evaluating employee independence on the job
- facilitating assistance by co-workers
- transferring control of employee independence to work related stimuli.

31. **Rusch, Frank R.; Hughes, Carolyn; Johnson, John R.; & Minch, Kathleen E. Descriptive analysis of interactions between co-workers and supported employees. *Mental Retardation* 29:4 August 1991**

Varying types of interactions between workers without handicaps and supported employees were described. Results indicated that co-workers interacted extensively with persons who had mental retardation. Surprising findings included high levels of advocacy between co-workers and persons with severe or profound mental retardation and a relatively high percentage of co-workers assuming evaluation and training roles. Results were discussed in relation to the work behavior literature, which indicates that, in general, co-workers provide considerable natural support for employees across work environments.

32. **Shafer, Michael S. The national supported employment initiative and its' impact upon state agency rehabilitation counselors. *Rehabilitation Counseling Bulletin* 33:4 June 1990**

The results of a national survey of state agency vocational rehabilitation counselors are presented. The purpose of this survey was to assess the effect of federally funded statewide supported employment preparation grants by evaluating counselor's knowledge and use of supported employment. The results indicated that the use of federal discretionary awards have been effective in enhancing counselors' access to information on supported employment, improving their knowledge of supported employment regulations, and facilitating their use of this new rehabilitative service. Implications for future supported employment implementation and counselor training are discussed.

33. **Shafer, Michael S.; Banks, P. David; & Kregel, John Employment retention and career movement among individuals with mental retardation working in supported employment. *Mental Retardation* 29:2 April 1991**

Results of a 24 month analysis of employment retention and replacement needs of a sample of 302 individuals placed into supported employment were reported. Supported employees experienced regular movement in and out of the labor market. Approximately 30% of them were still employed at their original employment situation 24 months following initial placement. An additional 20% were employed in subsequent employment situations, and over 31% had lost their employment and were returned to a referral pool to await replacement. Implications for future supported employment service delivery and funding were discussed.

34. Shafer, Michael S.; Larus-Rice, Martha; Metzler, Helen M.D.; & Haring, Michael A survey of non-disabled employees' attitudes toward supported employees with mental retardation. *Journal of the Association for Persons with Severe Handicaps* 14:2 1989

A survey was administered to 212 co-workers of supported employees with mental retardation. The purpose of the survey was to assess the perceptions and experiences of non-disabled employees with co-workers with mental retardation. Results suggest that contact in the workplace does not significantly affect the attitudes of non-disabled employees regarding the social and vocational competence of individuals with mental retardation.

35. Shafer, Michael S.; Tait, Kelly; Keen, Randy; & Jesiolowski, Carole Supported competitive employment: using co-workers to assist follow along efforts. *Journal of Rehabilitation* Spring 1989

In this article, 4 case studies are presented that describe various strategies by which co-workers were involved in the supported employment process. These case studies report on feedback about the performance of different social vocational survival skills and to maintain a record of this performance for the employment specialist. The implications and issues encountered when involving co-workers in supported employment efforts are discussed.

36. Trach, John S. Supported employment program characteristics. In Rusch, Frank R. (Ed.) *Supported Employment: Models, Methods, and Issues* Sycamore Publishing Co. 1990

Research and demonstrations, along with newly developed statewide programs, suggest that supported employment programs share several common characteristics, including certain expectations for outcomes (e.g. wages). This article introduces these common characteristics in an effort to define the model for supported employment.

37. Vogelsberg, R. Timm Supported employment in Pennsylvania. In Rusch, Frank R. (Ed.) *Supported Employment: Models, Methods, and Issues* Sycamore Publishing Co. 1990

This article provides a brief review of competitive supported employment in Pennsylvania. It also provides documentation of the actual process and individual outcomes that consumers have experienced within the first twenty four months of actual service implementation. The final sections of the article identify future issues for service development, challenges to the existing developing system and hopeful implications for a positive future for individuals who experience severe disabilities within the state of Pennsylvania.

38. Wehman, Paul; Revell, W. Grant; Kregel, John; Banks, P. David; Kreutzer, Jeffery S.; & Callahan, Michael Supported employment: an alternative model for vocational rehabilitation of persons with severe neurologic, psychiatric, or physical disability. In Kregel, John; Wehman, Paul, & Shafer, Michael (Eds.) *Supported Employment for Persons With Severe Disabilities: From Research to Practice*. Rehabilitation Research and Training Center on Supported Employment ...Virginia Commonwealth University 1990

Participation in paid work in competitive industry through placement in supported employment is compared and analyzed for 278 persons with long term mental illness, cerebral palsy, traumatic brain injury, or a dual diagnosis of chronic mental illness and mental retardation. Results indicate that supported employment appears to be an effective means of assisting these historically unemployable individuals with severe disabilities to acquire and retain work. Cross disability group differences are found in areas such as hourly wages, type of employment and job retention.

39. Winking, Deborah L.; Trach, John S.; Rusch, Frank R. & Tines, Jeffrey Profiles of Illinois supported employment specialists: an analysis of educational background, experience, and related employment levels. *Journal of the Association for Persons with Severe Handicaps* 14:4 1989

Coordinators of Illinois supported employment programs were surveyed for information regarding the demographics and reasons for job turnover of employment specialists. In addition, the employment specialist position was compared with that of direct service personnel in local rehabilitation agencies in terms of salary, benefits and turnover.

40. Wisniewski, Lech R.; Alper, Sandra, & Schloss, Patrick. Work experience and work study programs for students with special needs: quality indicators of transition services. *Career Development for Exceptional Individuals* 14:2 Spring 1991

The authors of this article presented a list of program components believed to be representative of a quality vocational training program that services students with special needs. To be truly representative of a quality program, school districts need to examine the quality of life of its' graduates. The authors of this article sought to examine those programmatic components believed to improve the quality of post secondary life for these students



ANNOTATED BIBLIOGRAPHY----TRANSITION REFERENCES

INSERVICE 9: PREPARING STUDENTS FOR POST SCHOOL OPTIONS

1. Affleck, James Q.; Edger, Eugene; Levine, Phyllis; & Kortering, Larry Post-school status of students classified as mildly mentally retarded, learning disabled, or non-handicapped: does it get better or worse with time? *Education and Training of the Mentally Retarded* Dec. 1990 pp. 315-324

this article presents the findings of a study examining the post school status of samples of students identified as LD, mildly MR, or nonhandicapped. Data were collected at 6 to 30 months after school exit for variables representing the former students' current status with respect to employment, attendance at post school educational institutions, independent living, salary and use of adult services.

2. Barker, Elizabeth; Chapman, James W. & Ryba, Kenneth A. Keyboard training with a cerebral palsied child. *Journal of Practical Approaches to Developmental Handicap* 12:1 1988

The present study reports a naturalistic program designed to train keyboard skills of a C.P. student mainstreamed in a regular public school classroom. In effect, the study reports on a program which commenced with a typewriter and which concluded with a computer. This alteration in communication devices has allowed not only the effects of a keyboard mastery program to be assessed, but also a comparison of a typewriter vs. a computer as the medium for learning keyboard skills.

3. Bates, Paul Vocational training for persons with profound disabilities. In Brown, Freddie & Lehr, Donna *Persons With Profound Disabilities: Issues and Practices* Paul H. Brookes Publishing 1989

This article attempts to articulate ways in which the vision of normalization can be expanded. The author makes a case for understanding that the ability of a person to contribute vocationally is influenced more by opportunity, values of significant others and support services that are available. The focus of intervention must expand beyond the individual's behavioral deficits and incompetency and encompass the interpersonal culture that supports or rejects expanded vocational opportunity and community participation. Finally, the value of vocational training for persons with profound handicaps is best judged by the contribution that this involvement makes to the individual's quality of life.

4. **Brandt, Mary D. & Berry, Judy O. Transitioning college bound students with L.D. *Intervention in School and Clinic* 26:5**

The program described in this article provides suggestions for planning and goal setting, preparation for post secondary academic work, preparation for personal/social challenges, and follow-up. With some modifications, it should be replicable in most public school settings. Two illustrative case studies are also included.

5. **Brooks, Robert B. The learning disabled adolescent: a portrait. *Learning Disabilities Quarterly* 1989 pp. 27-31**

In the process of contributing, learning disabled adolescents may begin to perceive the world as a place where their strengths rather than their weaknesses are spotlighted. If this shift in perception occurs, then when they are expected to assume the tasks of adulthood, they will do so with increased comfort, confidence and success.

6. **Browder, Diane, M. *Implementing a Community Based Educational Model For Students With Moderate/ Severe Handicaps***

A summary of the Lehigh University community based model focusing on: Life skills curriculum approaches; why community based training?; issues for planning; and goal setting.

7. **Bullis, Michael & Reiman, John W. Survey of professional opinion on critical transition skills for adolescents and young adults who are deaf. *Rehabilitation Counseling Bulletin* 32:3 1989**

The purpose of this study was to gather information on critical transition competencies for deaf individuals. Specifically, the overall objective was to examine professional opinion on the most important employment and independent living skills for persons in the target population to possess.

8. **Carlson, Nils S. School counseling implementation and survival skills. *The School Counselor* 39 Sept. 1991 pp. 30-34**

School counseling programs must be sold or marketed to the public, in order to ensure greater enhancement and appreciation of school counseling. It is important to keep the lines of communication open between the counselor and administrators, teachers, parents, and students who are served. When the counselor becomes known as helpful and supportive in the framework of a preventive and developmental school counseling program, the program will be improved and enriched.

9. Chadsey-Rusch, Janis & Gonzalez, Patricia Social ecology of the workplace: employers' perceptions versus direct observation. *Research in Developmental Disability* 9 1988 pp. 229-245

In this study, the social interactions of non-handicapped employees in seven different competitive employment sites were observed directly using narrative recording procedures. The data were analyzed to determine if there was a correspondence between employer's expectations for social behaviors and those social behaviors directly observed. The results are discussed in relationship to the curriculum implications they have for transitioning youths and adults with handicaps into similar employment settings.

10. Chadsey-Rusch, Janis; Gonzalez, Patricia; Tines, Jeffrey; & Johnson, John R. Social ecology of the workplace: contextual variables affecting social interactions of employees with and without mental retardation. *American Journal on Mental Retardation* 94:2 1989 pp. 141-151

The social interaction patterns of employees with and without mental retardation across several different competitive employment sites were observed directly; narrative recording procedures were used. The data were analyzed to determine whether there were differences between the two groups of employees and the people involved in the interactions and the time period of the interaction and whether the interaction involved a social or task related topic. The results were discussed in relation to their implications for integrating workers with mental retardation into settings with nonhandicapped workers.

11. Cowen, Sara E. Coping strategies of university students with learning disabilities. *Journal of Learning Disabilities* 21:3 March 1988 pp. 161-164

The purpose of this study was to investigate coping strategies of students with learning disabilities attending a large midwestern university with no special program for such students. The testing indicated that they had persistent visual and auditory processing deficits and academic skills deficits. The findings indicated that they had developed coping strategies to bypass or compensate for their processing and skill deficits.

12. **Drier, Harry N. & Ciccone, Janet K. Career guidance: the missing link in educational excellence and work transition. *Journal of Career Development* 15:1 Fall 1988**

Our educational system does not emphasize guidance and counseling for all students. To solve this problem, formal guidance exposure should be mandated. There are many signs that point to the importance of this area in achieving educational excellence. The purpose of this article is to identify three of these important signs and to highlight the actions that can be taken for granted by guidance and counseling staff.

- sign #1: Youth Want Coping Skills For Today's World
- sign #2: Too Many Students Drop Out Of School And Life
- sign #3: Students Lack Traditional Skills

13. **Fairweather, James S. Preparing secondary level handicapped students for work and life after school. *The Journal of Vocational and Special Needs Education* Winter 1988**

To address the lack of information about preparatory programs for secondary aged handicapped students, SRI International conducted a national survey to collect data that previous studies of special education suggested are associated with successful secondary vocational and transition related programs. This article presents the methods and reports the findings of this survey.

14. **Fanosch, Gail G.; Arany, John; Lee, Anita; Loving, Steve Providing career planning and placement services for college students with disabilities. *Exceptional Education Quarterly* 3:3 November 1982**

It is important that colleges meet the unique career planning needs of individuals with disabilities. Several recommendations can facilitate this goal such as [a] provide inservice training activities to sensitize and educate counselors to the needs of disabled students; [b] identify the individual needs of disabled students on campus; [c] ensure that offices are architecturally accessible; [d] increase working relations with the disabled students service office and vocational rehabilitation, and [e] engage in job placement and development activities with employers.

15. **Freeburg, John; Sendelbaugh, Joseph; & Bullis, Michael Barriers in school to community transition *American Annals of the Deaf* 136:1**

The majority of the top ranked barriers were related to educational preparation and experiences. Also important were communication and a lack of appropriate role models for deaf students.

16. Gaylord-Ross, Robert; Stremel-Campbell, Kathleen; & Storey, Kate Social skill training in natural contexts. In Horner, Robert H.; Meyer, Luanne H.; & Fredericks, H.D. *Education of Learners With Severe Handicaps: Exemplary Service Strategies* Paul H. Brookes Publishing 1986

This article is organized around the different settings and domains where social skill training has occurred to date. The first area deals with social communication. Social communication, while not a setting, is a performance modality that cuts across all settings. The subsequent sections describe social skill training in leisure, social-sexual, community, and vocational settings. The importance of social skill training is evidenced by attempts to truly integrate persons with severe handicaps in a range of community referenced settings. Social skill training is a critical vehicle to promote social integration through facilitating interactions between co-workers, students, and neighbors.

17. Goldstein, Marjorie T. The transition from school to community: a new role for colleges. *Career Development for Exceptional Individuals* 11:2 Fall 1988

Traditionally, career and vocational education models that extend beyond the secondary level show the technical school and community college as options for the initiation or continuation of vocational training for youth with mild handicaps. Colleges and universities are often viewed as institutions where youth with disabilities who require minor modifications in either the physical setting or the academic program may continue their educations. Colleges can also provide educational settings where non-college bound post-secondary youth with mild handicaps may continue their preparation for transition.

18. Hagner, David & Salomone, Paul R. Issues in career decision making for workers with developmental disabilities. *The Career Development Quarterly* 38:2 Dec. 1989 pp. 148-159

Persons with developmental disabilities are not usually given the opportunity to make meaningful choices concerning career options. There are, however, five types of partial involvement in career decision making they may experience. Several recommendations for both systemic and personal interventions to facilitate career decision making by workers with developmental disabilities are discussed.

19. Helmstetter, Edwin Curriculum for school age students: The ecological model. In Brown, Freda & Lehr, Donna *Persons With Profound Disabilities: Issues and Practices* Paul H. Brookes Publishing 1989

Instructional practices with persons with severe disabilities have shifted from a basic skills model to an ecological approach that emphasizes the preparation of students to function in domestic settings that are located in the community; in integrated competitive work and leisure environments; and in other generic service environments such as transportation systems, stores and restaurants.



20. Hill, Janet W.; Wehman, Paul; Hill, Mark; & Goodall, Patricia. Differential reasons for job separation of previously employed persons with mental retardation. *Mental Retardation* 24:6 1986 pp. 347-351

Reasons for job separations of persons with mental retardation who were competitively employed during a 6 year study period were analyzed. Of the 107 separations that occurred, 50% were caused by employee-related reasons [e.g. attitude problems and skill or behavioral deficits]. The other half were caused by environmental forces.

21. Hoffmann, F. James; Sheldon, Kenneth L.; Minskoff, Esther H.; Sautter, Scott W.; Steidle, Ernest F.; Baker, Deborah P.; Bailey, Mary Beth; & Echols, Laura D. Needs of learning disabled adults. *Journal of Learning Disabilities* 20:1 Jan. 1987 pp. 43-52

The results of a needs assessment of learning disabled adults are presented. The results of the survey of the LD adults, service providers, and consumers indicate that LD adults have major academic, social, personal and vocational needs that must be addressed if they are to attain adult competence.

22. Horrocks, Chris. Isolation and security: transition process and outcomes for graduates with mental handicaps. *B.C. Journal of Special Education* 15:2 1991 pp. 177-198

Forty-six families of graduates who had been labeled educable, trainable, severely and dependent mentally handicapped were asked to provide information about their son or daughter's transition outcomes and transition process. Information was gathered on day activities, residential choices as well as independent living skills, leisure and friendships. A second group of questions examined the transition process.

23. Hughey, Judy K. Counseling to facilitate transition. *The Journal for Vocational Special Needs Education* Spring 1989

In response to a survey, Missouri LINC developed training competencies and associated teaching/counseling strategies to assist counselors in responding to the issues and concerns expressed by survey participants relating to special needs students. Each of the 8 categories are discussed in this article with example competency statements and corresponding teaching/counseling strategies.

24. Hume, Charles W. From learner to earner. *Academic Therapy* 21:4 March 1986 pp. 483-489

Those in counseling roles must be knowledgeable about strategies to meet the adjustment and career needs of individuals with learning disabilities. This article presents an overall review of strategies used with this population.

25. Jones, Brian J.; Gallagher III, Bernard J.; Kelley, John M.; & Massari, Louis O. A survey of Fortune 500 corporate policies concerning the psychiatrically handicapped. *Journal of Rehabilitation* Fall 1991 pp. 31-35

this article reports the results of a national survey of Fortune 500 corporate policies specifically concerning psychiatrically handicapped employees. Through mailed questionnaires and follow-ups, 127 firms responded for a return rate of 26%. Data analysis distills three major findings: [1] fewer than 1 in 4 responding companies currently has a corporate policy concerning the psychiatrically handicapped, [2] PH employees are widely perceived to be more desirable than psychiatrically handicapped employees, and [3] firms without corporate policies concerning the psychiatrically handicapped perceive more onerous barriers to implementation than do firms with such policies.

26. Karcz, Stanley A.; Paulson, Daniel R.; & Mayes, Walter T. Abrupt transitions for youths leaving school: models of interagency cooperation. *Techniques: A Journal of Remedial Education and Counseling* 1:3 October 1985

This article describes processes to assist in the transition from school to the adult community. The article describes a process to allow youth to find an entry point to the adult community and preparation of youth for that entry.

27. Lewis, Theodore Toward a new paradigm for vocational education research. *Journal of Vocational Education Research* 15:2 Spring 1990

This article explores issues involved in reconceptualizing vocational education such that its' goals become more like those of liberal education. Against this background, elements of an emerging research paradigm are proposed and defended. A major assumption of this paradigm is that the core of vocational education is work, and not occupation or jobs.

28. Lignugaris-Kraft, Benjamin; Salzberg, Charles L.; Rule, Sarah; & Stowitschek, Joseph J. Social-vocational skills of workers with and without mental retardation in two community employment sites. *Mental Retardation* 26:5 October 1988

The social interactions of employees with and without developmental disabilities were observed in two community employment settings during work and breaks. Target workers differed in how often they interacted with co-workers with and without developmental disabilities. During work, workers with developmental disabilities recieved commands more often than did their counterparts without developmental disabilities. Work related information was requested more often from workers who were not developmentally disabled than from those who were. Differences were found between workers in the frequency with which greetings, kidding and joking were observed. Implications for future research on social behavior in community and social settings were discussed.

29. Lovett, David L. & Harris, Mary B. Important skills for adults with mental retardation: the client's point of view. *Mental Retardation* 25:6 December 1987

The present study was conducted to determine whether adults with mental retardation could provide useful information about what skills they considered important for successful community living and whether these skills would correspond to those previously stated as important by persons who had significant contact with such individuals. Implications for training community living skills were discussed.

30. McCarney, Stephen B. Intervention in the psycho-social environment: the role of counseling in ecological intervention strategies. *The Pointer* 31:3 Spring 1987

As ecological intervention strategies become more generally accepted as a means of meeting the needs of students, , counseling must be recognized as a major factor in ecological approaches. This will require a general acceptance of the importance of affective, in addition to cognitive priorities in the educational environment. Counseling as an ecological intervention is likely to produce extremely successful results as efforts bring about more concerted support for ecological approaches.

31. McCrea, Linda D. A comparison between the perceptions of special educators and employers: What factors are critical for job success. *Career Development for Exceptional Individuals* 14:2 Fall 1991 pp. 121-129

Are those individuals with disabilities being effectively prepared for increased employment opportunities? What do these employers expect of an employee? Which skills do these employers view as critical for job success? Which skills do educators view as critical for job success? Are there discrepancies between these two groups? The purpose of this study was to determine what was the relationship between employers' perceptions and special educators' perceptions, as to which skills and skill categories are most relevant to job success for individuals with disabilities.

32. Manzone, Christine *A Call For Curricular Change: Bridging the Gap Between School and Community Living* ERIC Document ED 289974 1987

The focus of this paper is to describe four areas of curriculum that need modification or change to better meet the needs of young adults who are developmentally disabled. For each curriculum area noted, a rationale for modification is presented. Also discussed is how the modification would better prepare a young adult to make a smooth transition from school to community living and into the workplace. It concludes with a call for change with the cooperation of all involved parties and cites the work of the Young Adult Institute in helping to bridge the gap.

**33. MCIU Graduate Questionnaire**

A bi-yearly questionnaire designed to follow up on graduates of IU programs in regard to general community integration and vocational success.

**34. Montague, Marjorie Job related social skills training for adolescents with handicaps. *Career Development for Exceptional Individuals* 11:1 Spring 1988**

Despite a growing awareness that social skill instruction is important for the job success of students with handicaps, there has been little programmatic research in this area. This study addressed this need by investigating the initial and long term efficacy of job-related social skills instruction for adolescents with mild to moderate handicaps.

**35. Mueller, Horst H.; Wilgosh, Lorraine; Dennis, Steven S. Employment survival skills: what vocational rehabilitation professionals believe to be most important. *The Mental Retardation and Learning Disabilities Bulletin* 15:1 1987**

Utilizing a descriptive validation procedure, Alberta vocational training centers were surveyed to obtain ratings of the relative importance of a set of work related skills to employment success. Skills related to dependability on the job and work related interpersonal skills were most often seen as extremely important. Also rated important were behaviors related to work safety, attendance and punctuality, and nature and amount of supervision. Implications of employer expectations for vocational rehabilitation program development are also discussed.

**36. Nelson, J. Ron; Smith, Deborah J.; & Dodd, John Instructional adaptations available to students with learning disabilities at community vocational colleges. *Learning Disabilities* 2:1 1991 pp. 27-31**

Faculty members at a midwestern community vocational college were surveyed to identify instructional adaptations they would provide students with L.D. and those they had provided such students. Most faculty members indicated they would provide such services, however, they hadn't actually provided such services. Faculty members felt the college should provide additional services.

37. Okolo, Cynthia M. & Sitlington, Patricia the role of special education in LD adolescents' transition from school to work. *Learning Disability Quarterly* 11 Summer 1988 pp. 292-306

This article gives a rationale for and a delineation of the types of services which can facilitate the transition process for learning disabled adolescents. First, the authors review recent studies of LD individuals' vocational adjustment and identify the skills needed for successful transition to the world of work. Current practices in secondary special education and vocational education are then discussed. The authors conclude that secondary special education programs should provide 6 types of vocationally relevant activities:

- occupational awareness, exploration, basic work experience
- in-depth career/vocational assessment
- instruction in job related academic skills
- instruction in job related interpersonal skills
- support services to other disciplines involved in vocational programming
- post-school placement and follow-up.

38. Pancsofar, Ernest L. & Krouse, James Developing independent living skills: a focus on generalization. *Techniques: A Journal for Remedial Education and Counseling* 1:3 October 1985

The primary intent of this article is to detail a procedure that shows promise for increasing the acquisition of independent living skills for some severely handicapped individuals.

39. Posthill, Suzanne M. & Roffman, Ariyn J. The impact of a transitional training program for young adults with learning disabilities. *Journal of Learning Disabilities* 24:10 December 1991

A study was conducted in 1988-90 at Lesley College's [Cambridge Ma.] Threshold Program, one of the few campus based, comprehensive transition programs in the country for young adults with learning disabilities functioning in the low average intellectual range. The goal of the study was to assess the ability of program graduates from the classes of 1984-87 to successfully manage the demands of independent living and competitive employment. 61% of the respondents were currently employed. 75% were living independently. Subjects found compatibility with roommates and money management to be the biggest challenges.



40. Roberts, R.H. Generic adaptations to blindness: an alternate method of rehabilitation. *Journal of Visual Impairment & Blindness* 84 April 1990 pp. 151-154

The author suggests that it is time to abandon the traditional methods of teaching blind persons by subject area and to, instead, use a generic approach to rehabilitation. He lists a number of principles that could be applied to one or more of his nine categories of ways of viewing and coping with the problems of the total environment. This approach depends on teaching blind students how to transfer, or adapt their knowledge of problem solving techniques from one task to another.

41. Roffman, Ariyn Three transitions to adulthood. *Learning Disabilities Quarterly* 1989 pp. 32-34

Completion of high school marks the beginning of a number of transitions in life, many of which seem unachievable by young adults with learning disabilities. Further education, employment, adult relationships and entry into the community all appear daunting goals. While learning disabilities are known to persist into adulthood, for some persons, the deficit itself is but a small factor in their lives; for others like Tom, Mary, and John, it represents a looming obstacle.

42. Rogan, Laura L. & Hartman, Lenore D. Adult outcome of learning disabled students ten years after initial follow-up. *Learning Disabilities Focus* 5:2 1990 pp. 91-102

Data is presented from a second follow-up of young adults who attended a private school for children with learning disabilities, and who participated in a follow-up study in 1974-1976. Responses were recieved from 68 [77%] of the 88 original study participants. The authors concluded that among the variables contributing to a favorable outcome were intensive, effective intervention during the elementary and middle school years, ongoing supportive tutoring or resource help during mainstream school attendance, counseling or therapy as needed, consistent parental understanding and support, and the absence of severely complicating neurological and emotional problems.

43. Rominger, Duane A. A study in vocational program planning in a correctional setting. *Journal of Correctional Education* 41:4 December 1990 pp.168-172

Perhaps nowhere are the stakes so high for the appropriate selection of vocational programs than in a juvenile correction center or training school. The clients of such facilities are at much greater risk than their age peers for permanently leaving the educational system. Many will return to public schools for only a short period of time after leaving the training school; many will not return at all. At the same time, this population is also at the greatest risk for re-entering their communities lacking in the essential skills needed to insure their success in deciding on an appropriate career; in seeking, finding, and keeping gainful and fulfilling employment; and in discharging the day to day requirements of independent living.

44. Rosenthal, Neal H. & Pilot, Michael Information needs for initial and ongoing work transition. *Journal of Career Development* 15:1 Fall 1988

Career decisions are among the most important made during one's life because a career has a major bearing on life style---it determines earnings, job security, friends and acquaintances, the amount of leisure time, and residence. There are some critical decision periods for which individuals should be well prepared. These key periods are discussed in this article.

45. Rusch, Frank R. & Chadsey-Rusch, Janis Employment for persons with severe handicaps: curriculum development and coordination of services. *Focus on Exceptional Children* 17:9 May 1985

This article provides curriculum guidelines that will enable school personnel to take a leadership role in enhancing students meaningful transition from school to work. It also describes the need for coordinated services that will result in an effective, efficient transition from school to work.

46. Salzberg, Charles L.; Agran, Martin; & Lignugaris Kraft, Benjamin Behaviors that contribute to entry level employment: a profile of five jobs. *Applied Research in Mental Retardation* 7 1986 pp. 299-314

In this study, competitive employment supervisors who were drawn from 5 entry level occupations judged the importance and frequency of 23 work related behaviors. Differences were found between the jobs in the relative importance and frequency of some behaviors. Moreover, there was a set of important core skills that was found to be generally applicable across entry level jobs.

47. Salzberg, Charles L.; Lignugaris-Kraft, Benjamin; & McCuller, Glen L. Reasons of job loss: a review of employment termination studies of mentally retarded workers. *Research in Developmental Disabilities* 9 1988 pp. 153-170

This article review studies over a 35 year period that have examined job loss in mentally retarded workers. Reasons for job loss among MR workers are broadly distributed across both social and nonsocial domains, including job responsibility factors such as attendance and punctuality, task production factors such as inadequate quality and rate of work, task related social skill deficits such as not following instructions and responding inappropriately to criticism, and personal social inadequacies such as inappropriate dress, bizarre and aggressive behavior, and inadequate or offensive verbal repertoires.

48. Schildroth, Arthur; Rawlings, Brenda; & Allen, Thomas Deaf students in transition: education and employment issues for deaf adolescents. *The Volta Review* 93:5 September 1991

This article discusses prominent issues regarding the postsecondary employment and education of deaf youth. It examines characteristics of these youth, their schools, and their training that affect employment and postsecondary education. It also focuses on some conditions in the labor market which appear to have special relevance to young deaf adults entering that market.

49. Schloss, Patrick J.; McEwen, Delbert; Lang, Eileen; & Schwab, Jane PROGRESS: a model program for promoting school to work transition. *Career Development for Exceptional Individuals* 9:1 Spring 1986

This article describes the PROGRESS [Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society] in use at Centre Intermediate Unit #10 in Pennsylvania. This program establishes a curriculum and training link directly from school to work. The program is designed to ensure that moderately and severely handicapped youth have the opportunity to graduate from school and obtain gainful employment in their home communities.

50. Schloss, Patrick J. & Smith, Maureen A. A futures oriented curriculum for adolescents with learning disabilities. *Learning Disabilities* 1:3

This paper reviews curricular models currently available in programs for adolescents with learning disabilities and identifies limitations that adversely affect this population. The authors propose the development and implementation of the Futures Oriented Curriculum as an alternative to existing models.

51. Schumaker, Jean B.; Hazel, J. Stephen; & Dashler, Donald A model for facilitating postsecondary transitions. *Techniques: A Journal for Remedial Education and Counseling* 1:3 October 1985

The authors propose a model to enable learning disabled young adults to make a more successful transition to adult life.

52. Shafer, Michael S.; Larus-Rice, Martha; Metzler, Helen M.D.; & Hering, Michael A survey of non-disabled employees attitudes toward supported employees with mental retardation. *Journal of the Association for Persons with Severe Handicaps* 14:2 1989

A survey was administered to 212 co-workers of supported employees with mental retardation. The purpose of the survey was to assess the perceptions and experiences of non-disabled employees with co-workers with mental retardation. Results suggest that contact in the workplace does not significantly affect the attitudes of non-disabled employees regarding the social and vocational competence of individuals with mental retardation.

53. Shamp, Barbara & Silberling, Laura The vocational interest exploration workshop[VIEW]: a summer career exploration program for special education students. *The Pointer* 32:2 Winter 1988

This article describes the VIEW program in sufficient detail to permit interested educators to replicate it. Funding for this program was from the Summer Youth Employment Training Program [SYETP] of the Job Training Partnership Act [JTPA].

54. Siegel, Shepherd & Sleeter, Christine E. Transforming transition: next stages for the school to work transition movement. *Career Development for Exceptional Individuals* 14:2 Spring 1991

The purpose of the authors of this article is to argue that the trend toward supported employment and transition services--targeting gainful employment as a first necessary step toward the enfranchisement of people with disabilities--is beneficial, effective and productive. But such programs are also a limited response to the poor fit between the work world and people with disabilities. Supported employment, though an evolving field, still rests on a "personal tragedy" and dependency model of disability. The authors propose shifting to a social oppression model and redefining educational needs of people with disabilities away from dependence and adaptation to existing social arrangements. Instead, a model of education for the empowerment of full citizenship, in which employment plays an essential, but incomplete part is presented,

55. **Sittlington, Patricia L. & Frank, Alan R.** Are adolescents with learning disabilities successfully crossing the bridge into adult life? *Learning Disability Quarterly* 13 Spring 1990 pp. 97-111

This study investigated the adult adjustment of a statewide random sample of 911 individuals labeled learning disabled who had been graduated from school one year previously. Results are reported in terms of:

- general characteristics of the sample
- characteristics of the employed individuals in terms of rate and location of employment, occupational status, number of hours worked, mean wage, and benefits.
- comparisons of employed and unemployed individuals in terms of vocational training, work experiences and post-secondary training.

56. **Strichart, Stephen S.** College opportunities for students with learning disabilities: issues and practices. *Learning Disabilities* 1:3

This article discusses the effects of section 504 upon colleges in meeting the needs of students with learning disabilities. Suggestions for assisting these students to prepare for college and select and gain admission to college are raised. Emphasis is given to easing the transition from high school to college. Various services and aids provided by colleges are discussed.

57. **Test, David W.; Keul, Patricia K. & Grossi, Theresa** Transitional services for mildly handicapped youth: a cooperative model. *Journal for Vocational Special Needs Education* 16:2 Winter 1988

The purpose of this article will be to: [a] describe the cooperative model developed by Competitive Employment Through Vocational Experiences (CETVE); [b] present considerations for establishing a cooperative model in public high schools for mildly handicapped youths; and [c] present the implications of the model for public schools, vocational rehabilitation, and teacher training programs.

58. **Venango County Vocational Transition Model for Mental Retardation**

An outline of the Venango County, Pa. model of transition services. The outline includes school, interagency and parent sections.



59. Welsenstein, Greg R. & Koshman, Helen The influence of being labeled handicapped on employer perceptions of the importance of worker traits for successful employment. *Career Development for Exceptional Individuals* 14:2 Spring 1991 pp. 67-76

The current study was undertaken to determine whether the label of "handicapped" carries a stigma affecting employer perceptions of non occupationally specific worker traits needed for successful employment in the service and retail industries. In addition, the authors of this study sought to determine which worker traits were perceived as most important in determining job success for employees with disabilities and which were perceived as most important by employers for employees without disability.

60. Whitfield, Edwin A. Responsibility for career transition preparation. *Journal of Career Development* 15:1 Fall 1988

School counselors must become an integral part of the program to assist students to acquire and use competences that will ensure their successful adjustment and development in the occupational world. Career guidance programs must be expanded and maintained to meet the continuing needs of students and counselors must revive or renew the competencies and the skills necessary to serve students during their transition to the world of work.

61. Zetlin, Andrea G. & Hosseini, Ashraf Six postschool case studies of mildly learning handicapped young adults. *Exceptional Children* 55:5 1989 pp. 405-411

Participant observation was conducted for 1 year with six mildly learning handicapped young adults following their graduation from high school. Close attention was paid to the ways in which they managed the transition out of school and into more adult roles. During this year, all six floundered from job to job, class to class, and school to school. They expressed discontent and frustration with their present situation. They were at a loss to plan for the future and maintained an unrealistic appraisal of their skills. Their sense of self waxed and waned in keeping with their prospects, and the patience and frustration of family members vacillated as well.

**INSERVICE 10: FINANCIAL ISSUES/BENEFITS**

1. Bloch, Frank S. The role of medical personnel in the social security administration's disability determination and appeals process: some proposals for reform. *Mental and Physical Disability Law Review* 15:1 Jan./Feb. 1991

Suggestions for reform of the social security administration including the greater use of medical personnel in the determination of benefit eligibility.

2. Dean, David H. Comparing employment related outcomes of the vocational rehabilitation program using longitudinal earnings. *American Rehabilitation* Spring 1991 pp. 4-9

The results of an earnings crossmatch are presented. First is an analysis of the appropriate comparison group to determine vocational rehabilitation program impacts. This is followed by a discussion of the limitations in the earning profile currently collected by vocational rehabilitation agencies. The earnings crossmatch procedure is then described. Examples of the employment outcomes generated via such a process are then detailed and possible uses by vocational rehabilitation stakeholders are discussed.

3. Halloran, William D. Supplemental security income: benefits and incentive provisions to assist people with severe disabilities toward economic self sufficiency. *American Rehabilitation* Spring 1991 pp. 21-26

The purpose of this article is to describe the SSI program, the criteria used to determine eligibility and the benefits available to recipients; and to explain the major work incentive provisions and show how these provisions assist people with severe disabilities to achieve higher levels of self sufficiency.

4. Kennedy, Senator Edward M. Health America *Exceptional Parent* 21:5 July/August 1991

A review of the proposed Health America plan and its' impact on disabled Americans.

5. McCaughrin, Wendy B.; Rusch, Frank R.; Conley, Ronald W. & Tines, Jeffrey. A benefit cost analysis of supported employment in Illinois: the first 2 years. *Journal of Developmental and Physical Disabilities* 3:2 1991

This investigation presents a benefit cost analysis of supported employment in Illinois during FY 1987 and FY 1988. Benefits and costs were identified and calculated from three perspectives. The results of this study are discussed, and recommendations are made to continue this financial analysis longitudinally as it is critical to the development of supported employment as an effective and efficient delivery system.

6. Noble, John H. & Conley, Ronald W. Accumulating evidence on the benefits and costs of supported and transitional employment for persons with severe disabilities. *Journal of the Association for Persons with Severe Disabilities* 12:3 1987 pp. 163-174

Evidence about the benefits and costs of supported and transitional employment for persons with severe disabilities is presented along with relevant caveats in the absence of controlled studies. Some of the major forms of supported and transitional employment services are compared with adult day care and traditional sheltered workshops, including work activity centers. Despite weaknesses in the data, sufficient information exists to argue that all forms of employment-supported, transitional, and sheltered- are more productive in terms of earnings and less costly to provide than adult day care.

7. Owen, Mary Jane What has the social security administration done for you lately? Maybe more than you know. *Exceptional Parent* 21:4 June 1991

A review of benefits and eligibility under P.L. 101-239 and current changes in the social security administration.

8. Sav, G. Thomas. Benefit cost analysis of transitional employment programs. *Journal of Rehabilitation* Spring 1989

This paper is a summary of a series of workshops on benefit cost analysis of transitional employment programs. This paper reviews the methodology and application of benefit cost analysis as a means of evaluating the overall efficiency of these programs.

9. Szymanski, Edna Mora Rehabilitation planning with social security work incentives: a sequential guide for the rehabilitation professional. *Journal of Rehabilitation* Spring 1988 pp. 28-32

Social security disability insurance (SSDI) and supplemental security income (SSI) along with Medicare and Medicaid provide income support and health care benefits for persons with severe disabilities. Consideration of the impact of income on these benefits is an important dimension of rehabilitation planning with recipients. This article provides a brief description of social security work incentives along with a planning model for use with benefit recipients.

10. **West, Michael; Kregel, John; & Banks, P. David. Fringe benefits available to supported employment participants. *Rehabilitation Counseling Bulletin* 34:2 Dec. 1990**

The fringe benefits available to individuals engaged in supported employment were examined. Results indicated that 64% of supported employees recieved fringe benefits. Significant differences were found in the availability of particular benefits across employment models. Of particular interest is medical-health insurance coverage, which was available far more frequently to persons in individual placement models. Full time employment status, however, seemed to be the single best indicator of the availability of most fringe benefits.

**INSERVICE 11: EDUCATION AND TRAINING OPTIONS**

1. **Adelman, Pamela B. & Vogel, Susan A. College graduates with learning disabilities: employment attainment and career patterns. *Learning Disability Quarterly* 13:2 Summer 1990**

Educational attainment and employment patterns are reported for L.D. four year college graduates who participated in a highly coordinated, comprehensive support program for college students with learning disabilities. Most graduates reported that their learning disabilities affected their work. Most graduates, however, developed compensatory strategies. The authors discuss implications for college services to L.D. individuals.

2. **Allard, W. Gregory; Dodd, John M.; & Peralez, Esther Keeping the LD students in college. *Academic Therapy* 22:4 March 1987 pp. 359-365**

Today most colleges and universities are accepting learning disabled students, and many are also providing them with support services. Now that accessibility is reasonably well established, it is important not only to identify problems that LD students may encounter adapting to college work but also to propose solutions.

3. **Benshoff, John J.; Kroeger, SueAnn; & Scalla, Vincent A. Career maturity and academic achievement in college students with disabilities. *Journal of Rehabilitation* Spring 1990**

Data concerning the ability of college students with disabilities to compete in vocational development and academic achievement skills with their non-disabled peers are scanty. Comparisons between 45 students with disabilities and 45 nondisabled peers and in a subgroup of students with learning disabilities were investigated. A statistically significant difference was found between students with L.D. and students with other types of disabilities on a variable related to career attitudes. For the group with disabilities, the receipt of vocational rehabilitation benefits was positively correlated with grade point average. This group was found to be older and enrolled in college for a longer period of time. The groups were similar on many characteristics including G.P.A., marital status, career knowledge, and non-predictability of G.P.A. from disability status.



4. **Bialock, Ginger & Dixon, Yancy** Improving prospects for the college bound learning disabled. *Topics in Learning and Learning Disability* October 1982

The authors conducted a telephone survey of learning disabilities programs to determine assessment procedures, instruction, problems and support for L.D. students. Of interest was that many program personnel were aware of only one or two other post secondary programs for the learning disabled in the country; in a few cases, directors assumed that theirs were the only programs available. That program administrators are so uninformed aptly reflects the dearth of literature in the field and indicates the need for communication networks among those who work with learning disabled adults.

5. **Bursuck, William D.; Rose, Ernest; Cowen, Sara; & Azmi-Yahaya, Mohd.** Nationwide survey of postsecondary education services for students with learning disabilities. *Exceptional Children* 56:3 1989 pp. 236-245

A nationwide survey was conducted to investigate student service provisions in 2 year colleges and 4 year colleges and universities. The purpose of the study was to identify and catalog postsecondary education service goals and options for students with LD, and to determine differences between the goals service providers have for these students and services actually provided. The findings and their implications for service providers at both high school and college levels are discussed.

6. **Crozler, Shirley; Patzelt, Rebecca; Westman, Judy; & Revel, Avril** Integration in action: a rehabilitation program serving children with special needs in integrated community placements. *DPH Journal* 11:1 Fall 1989

The philosophy of the Mobile Team Program is based on the knowledge and belief that minimal separation from family and community life affords the best opportunity for children to reach their maximum potential. For children with special needs, the natural setting allows them to develop:

- self acceptance and self confidence
- socially appropriate behavior
- motivation
- A sense of belonging with community peers and family
- community support systems

7. Dalke, Connie & Franzene, Joanne Secondary postsecondary collaboration: a model of shared responsibility. *Learning Disabilities Focus* 4:1 1988 pp. 38-45

To address the needs of high school students with learning disabilities who are considering college, Project ASSIST, a support program for college students with learning disabilities at the University of Wisconsin-Whitewater, has initiated, developed, and implemented a one day, on campus program designed for college bound students with learning disabilities. The program provides a forum in which the issues, concerns, hopes, fears, and questions regarding choosing college as the postsecondary option are discussed.

8. Felchtner, Shella H. Counseling to facilitate transition of at-risk students in a post-secondary setting: a systems approach. *The Journal for Vocational Special Needs Education* Spring 1989

This manuscript describes what one community college in California is doing to respond to the California Community College Directive. Included in this discussion is a description of how this response has produced counseling efforts to facilitate the transition of students who are considered high risk through the articulation of programs and services.

9. Finn, Chester E. A fresh option for the non-college bound. *Phi Delta Kappan* Nov. 1986 pp. 234-238

What should youngsters learn in high school? What are the qualities that will equip students for the future? Mr. Finn suggests some answers that might protect the interests of some innocent victims of the educational reform movement.

10. Fourqurean, John M.; Melsgeler, Charles; Swank, Paul R.; & Williams, Robert E. Correlates of postsecondary employment outcomes for young adults with learning disabilities. *Journal of Learning Disabilities* 24:7 Aug./Sept. 1991

The purpose of this study is twofold: [a] to examine the efficiency of a set of selected variables for predicting postsecondary employment success for young adults classified as learning disabled in high school and [b] to provide a portrayal of employment adjustment in the first years after exiting high school.

11. Herzog, Jane E. & Biderman, Wendy R. Training young adults with L.D. for careers in the human services: more than meets the eye. *Intervention in School and Clinic* 26:3 January 1991

This article presents a program that emphasizes social skills as well as specific job skills to prepare young adults with learning disabilities for the world of work in the field of human services.

12. Horrocks, Chris Isolation and security: transition process and outcomes for graduates with mental handicaps. *B.C. Journal of Special Education* 15:2 1991 pp. 177-198

Forty six families of graduates who had been labeled educable, trainable, severely and dependent mentally handicapped were asked to provide information about their son or daughter's transition outcomes and transition process. Information was gathered on day activities, residential choices as well as independent living skills, leisure and friendships. A second group of questions examined the transition process.

13. Kallison, Patricia G. & Kidder Susan B. *Vocational Rehabilitation: Perspective on Transition*

Vocational rehabilitation has the knowledge, expertise and organization to influence changes in transition, even among agencies which are much larger and receive greater funding. It was discovered that a small amount of funding from vocational rehabilitation can raise significant staff and fiscal resources from special education and social service agencies at the community level to develop community options on behalf of transition.

14. Liebert, Diane; Lutsky, Larry; & Gottlieb, Amy Postsecondary experiences of young adults with severe physical disabilities. *Exceptional Children* 57:1 September 1990

This study examined the educational, employment, and community adjustment outcomes of 106 PH school graduates. Findings suggest that young adults with physical disabilities should cultivate personal and family networks, continue their education, and use vocational rehabilitation agencies. Access to transportation was also found to be a key element in achieving employment and independence.

15. Likens, Marilyn; Salzberg, Charles L.; Stowitschek, Joseph L.; Ligugaris- Kraft, Benjamin; & Curl, Rita. Co-worker implemented job training: the use of coincidental training and quality control checking on the food preparation skills of trainees with mental retardation. *Journal of Applied Behavior Analysis* 22:4 1989 pp. 381-393

In two studies, co-workers of persons with disabilities were taught to use coincidental training procedures while completing their own jobs. An alternating treatments and multiple baseline design indicated that the trainees more readily acquired the skills when taught to check the correctness of their work.

16. **McGuire, Joan M.; Norlander, Kay A. & Shaw, Stan F. Postsecondary education for students with learning disabilities: forecasting challenges for the future. *Learning Disabilities Focus* 5:2 1990 pp. 69-74**

This article identifies challenges to the field which relate to higher education for students with learning disabilities. The paper articulates problems at both secondary and postsecondary levels with a call for policy formulation, research, and administrative planning for change.

17. **Parent, Wendy S.; Hill, Mark L.; & Wehman, Paul From sheltered to supported employment outcomes: challenges for rehabilitation facilities. *Journal of Rehabilitation* Autumn 1989**

This paper examines the organizational change process as it applies to facilities involved in converting from sheltered workshops and day programs to supported employment services. Second, the obstacles challenging facilities and resources for assistance with the implementation of a conversion change process are reviewed. Suggestions of available local and national resources are provided.

18. **Patton, James R. & Polloway, Edward A. Analyzing college courses. *Academic Therapy* 22:3 Jan. 1987 pp. 273-280**

Format for analysis of college course accessibility for L.D. students.

19. **Patton, James R. & Polloway, Edward A. The learning disabled: the adult years. *Topics in Learning and Learning Disability* October 1982**

The authors review the types of problems evident in learning disabled adults in relation to overall adult adjustment. The authors discuss the support needs of L.D. adults. Basically, the authors discuss the problems of adult L.D. individuals in relation to research and practical interventions.

20. **Puryear, Ann & McDaniels, Carl Non-traditional students: how postsecondary institutions are meeting this challenge. *Journal of Career Development* 16:3 Spring 1990**

This article reports the results of a study which explored the current state of support services for non-traditional students at 226 private, four year institutions in the Southeastern United States. Non-traditional students were defined in this study as undergraduate students who were 25 years or older.

21. **Rose, Ernest; Friend, Marilyn, & Farnum, Mary** Transition planning for mildly handicapped students: the secondary school counselor's role. *The School Counselor* 35:4 March 1988

The purpose of this article is to discuss the counseling, coordinating and consulting responsibilities of school counselors that can be used to develop and implement effective transition procedures. Background information is provided on the definition of transition, implementation problems and transition planning.

22. **Satcher, Jamie F. & Dooley-Dickey, Kathy** Helping college bound clients with learning disabilities. *Journal of Rehabilitation* Summer 1991

Persons with learning disabilities are attending colleges in increasing numbers. Vocational rehabilitation counselors must prepare to meet the needs of this client population. Several factors that rehabilitation counselors need to consider when helping the college bound L.D. student are explored and the need for additional training of vocational rehabilitation counselors who serve learning disabled clients is discussed.

23. **Stear, Daniel E.; Wood, Robin,; Panscofar, Ernest L.; & Butterworth, John Jr.** Outcome based school to work transition planning for students with severe disabilities. *Career Development for Exceptional Individuals* 13:1 Spring 1990

Clearly, just finding an integrated employment opportunity is not, in and of itself, sufficient as the criteria of post school success. Instead, a proactive and longitudinal planning process that centers on the identification of critical quality of life outcomes that are individualized to each student is a necessary component of the school to work transition planning process.

24. **Szymanski, Edna Mora & King, John** Rehabilitation counseling in transition planning and preparation. *Career Development for Exceptional Individuals* 12:1 Spring 1989

This article addresses the role of rehabilitation counselors in special education transition programs. The authors contend that the special training of rehabilitation counselors prepares them to coordinate existing school and community resources into effective transition programs.



25. Unger, Karen U. Supported postsecondary education for people with mental illness. *American Rehabilitation* Summer 1990 pp. 10-14, 32

Similar to the concept of supported employment, supported education provides an opportunity for people with psychiatric disabilities to participate more fully in the resources of the community. Programs developed to support people with psychiatric disabilities as students postsecondary environments are categorized into three models or prototypes. Examples of each prototype are defined and described. Components of a supported education model are also discussed.

26. Wehman, Paul; Moon, M. Sherril; & McCarthy, Pat Transition from school to adulthood for youth with severe handicaps *Focus on Exceptional Children* 18:5 Jan. 1986

Research and demonstration have shown that many more persons with moderate and severe handicaps could work if they were given an opportunity and support. Specialized assistance and adaptation of skills necessary for success can make a difference for many persons. The authors review several of the types of adult service alternatives now available to special education students with severe handicaps.

27. Will, Madeleine Mrs. Will speaks on improving transition from school to work. *Clearinghouse on the Handicapped* Jan./Feb. 1984

Excerpts from a speech given by Madeleine Will, Assistant Secretary for Special Education and Rehabilitation Services at the annual meeting of the Association for the Severely Handicapped [TASH] and San Francisco on Nov. 3, 1983.

**INSERVICE 12: RESIDENTIAL, SOCIAL, RECREATIONAL OPTIONS**

1. **Beumgart, Diane; Filler, John; & Askvig, Brent A. Perceived importance of social skills: a survey of teachers, parents, and other professionals. *The Journal of Special Education* 25:2 1991 pp. 236-251**

The study investigated the importance ratings and rankings of social skills by 263 parents, teachers, and other professionals from around the country. Personal interviews with teachers were conducted and Individualized Education Program documents were inspected in an effort to relate perceptions of importance to actual implementation of social skill instruction. Barriers to implementation also were recorded and analyzed. The results and recommended directions for future research are discussed.

2. **Blacher, Jan & Baker, Bruce L. Toward meaningful family involvement in out of home placement settings. *Mental Retardation* 30:1 Feb. 1992 pp. 35-43**

In this paper, the authors have attempted to heighten awareness that meaningful family involvement must be part of program planning for community residential services. The family can be a powerful resource for social support, guidance, and advocacy for individuals with mental retardation living out of the natural home. The dilemma is that investigators have found disappointingly low levels of family involvement. A prospective look at family involvement in the post P.L. 94-142 era, however, suggests that parents who are highly involved with services for their child preplacement may be primed for considerable involvement postplacement. Recommendations for policy makers and service providers to enhance family involvement were made.

3. **Browder, Diane M. & Schoen, Sharon Community referenced activities: implications for establishing stimulus control. *Mental Retardation* October, 1989 pp. 331-338**

Community referenced activities involve skill clusters that may be extended over time and/or intertwined with collateral skills. Such multiplex response chains differ in numerous ways from the discrete responses shaped in repetitive trial instruction. Specifically, community living response chains are characterized by the length of the chain, the response classes contained in the chain, and the implicit variations within the chain. Characteristics of these activity chains were analyzed in order to exact implications for enhancing instructional procedures. Given the variety of stimulus control strategies available, this discussion may effect a more deliberate selection of a procedure that is applicable to the varied stimuli and responses in daily living activities.

4. Brown, Roy I.; MacFarlane, Christine; & Bayer, Max B. Developmental handicaps in the context of quality of life: a life span approach. *Journal of Practical Approaches to Developmental Handicap* 12:2 1988

The aim of this paper is to look at issues of quality of life as they have appeared in recent studies, and wherever possible, link this to the life span in the field of normal development.

5. Chadsey-Rusch, Janis Social interactions of secondary-aged students with severe handicaps: implications for facilitating the transition from school to work. *Journal of the Association for Persons with Severe Handicaps* 15:2 1990

The social interactions of a group of 10 students with severe handicaps attending a junior high school campus were described. In addition, teacher perceptions of behavior were measured, and parents were interviewed regarding their children's future vocational opportunities and their social relationships with their peers.

6. Chadsey-Rusch, Janis; Rusch, Frank R. & O'Reilly, Mark F. Transition from school to integrated communities. *Remedial and Special Education* 12:6 Nov./Dec. 1991

In this article, the authors use Halpern's [1985] recommended outcomes [i.e. employment, residential, and social and personal relations] as the overarching framework to review research related to outcomes that youth in special education are reportedly attaining after they leave school. Literature identifying variables that may impact on these outcomes are also presented. Finally, unresolved issues and areas for future research are considered.

7. Clement-Helst, Kim; Siegel, Sheperd; & Gaylord-Ross, Robert Simulated and in situ vocational social skills training for youths with learning disabilities. *Exceptional Children* 58:4 Feb. 1992 pp. 336-345

Social skills training for youth with learning disabilities in transition from school to work is of substantial importance. To examine the generalization of such training to real employment settings, this study used a multiple-baseline design to investigate the effects of 12 measured behaviors [3 behaviors a student] on four high school seniors. An initial simulated social skills package delivered at school led to generalization in 8 of 12 behaviors. Subsequently, in situ training at the work site produced generalization in 4 of 6 behaviors. This two phase model appears to be a powerful way to promote generalization of behavioral skills.

8. Dattilo, John & St. Peter, Susan A model for including leisure education in transition services for young adults with mental retardation. *Education and Training of the Mentally Retarded* Dec. 1991 pp. 420-432

The authors identify a clear need and rationale for leisure education for young adults with mental retardation. The structure, content, and evaluation strategies of a leisure education model are presented to assist professionals in providing comprehensive leisure instruction. The leisure instruction is intended to instill self determination, leisure appreciation, self awareness, decision making, social interaction, knowledge, and utilization of leisure resources, and recreation participation into the lives of young adults with mental retardation, thus assisting them in making the transition to community living as an adult.

9. Fanning, Ruth A.; Judge, Jennifer; Weihe, Fred; & Emmer, William G. Housing needs of individuals with severe mobility impairments: a case study. *Journal of Rehabilitation* Spring 1991

The purpose of this study was to assess the housing needs of persons with severe mobility impairments in Hillsborough County, Florida. The results indicated that individuals with physical disabilities and rehabilitation service providers perceived housing needs similarly. Pertinent implications and relevant recommendations are offered.

10. Fleming, I. & Kraese, B. Stenfort Evaluation of a community care project for people with learning difficulties. *Journal of Mental Deficiency Research* 34 1990 pp. 451-464

The quality of life and adaptive behavior of a group of 17 adults with learning difficulties who transferred from a long-stay hospital or hostel into small community based group homes was assessed before and 1 year after the move. It was found that the increase in adaptive behavior was largely dependent on structural staff procedures and there was a bias toward achievement in house bound skills. Subjects had a low level of community presence and few meaningful relationships. Implications for service planning are discussed.

11. Gore-Dean, Deborah Fair housing for the disabled. *Journal of Rehabilitation* Spring 1987 pp. 17,66

Discussion of housing needs for physically disabled populations.

12. Hanley-Maxwell, Cheryl An analysis of job terminations by length of time on the job for persons with severe disabilities in supported employment. *Rehabilitation Counseling Bulletin* 33:2 Dec. 1989

This study examined the job terminations of 51 individuals with severe disabilities who had received job training and follow-up services from a program using the supported employment model. Three general reasons for termination [social, non-social, and mixed] were determined in relation to length of time on the job. Results indicated that although there was no relationship between reasons given and length of time on the job, participants lost their job most often within the first year of employment. No single time period within that first year, however, was found to account for a higher percentage of terminations than were the others.

13. Herzog, Jane E. & Biderman, Wendy R. Training young adults with LD for careers in the human services: more than meets the eye. *Intervention in School and Clinic* 26:3 January 1991

This article presents a program that emphasizes social skills as well as specific job skills to prepare young adults with learning disabilities for the world of work in the field of human services.

14. Horrocks, Chris Isolation and security: transition process and outcomes for graduates with mental handicaps. *B.C. Journal of Special Education* 15:2 1991 pp. 177-198

Forty six families of graduates who had been labeled educable, trainable, severely and dependent mentally handicapped were asked to provide information about their son or daughter's transition outcomes and transition process. Information was gathered on day activities, residential choices as well as independent living skills, leisure and friendships. A second group of questions examined the transition process.

15. Kennedy, Craig H.; Horner, Robert H. & Newton, J. Stephen Social contacts of adults with severe disabilities living in the community: a descriptive analysis of relationship patterns. *Journal of the Association for Persons with Severe Handicaps* 14:3 1989

An understanding of the social contact patterns currently experienced by individuals with disabilities living in community settings provides an important index of the quality of life they experience. The purpose of the present article is to describe the social contact patterns of a small sample of adults with severe disabilities living in community settings in the state of Washington across a 2 1/2 year period.



16. Mithaug, Dennis E.; Martin, James E.; & Agran, Martin  
Adaptability Instruction: the goal of transitional programming.  
*Exceptional Children* 53:6 1987 pp. 500-505

This article describes an instructional model designed to teach students generic employment adaptability skills. Failure to acclimate to a dynamic work environment has been suggested as a primary reason for job termination. The need to adapt to changes in work environments and maintain acceptable levels of work performance is critical for employment success. The model describes how to teach students to adopt to these changes and includes four major components: [a] decision making [b] independent performance, [c] self-evaluation and [d] adjustment.

17. Park, Hyun-Sook & Gaylord-Ross, Robert A problem solving approach to social skills training in employment settings with mentally retarded youth. *Journal of Applied Behavior Analysis* 22:4 1989 pp. 373-380

The present study examined two approaches to teaching social behaviors to 3 developmentally disabled youth in work contexts. The efficacy of social problem solving training was discussed in terms of sufficient exemplars, common stimuli, and self-meditations.

18. Pierce, Thomas B.; Luckasson, Ruth & Smith, Deborah D.  
Surveying unstructured time of adults with mental retardation living in two community settings: a search for normalization. *Exceptionality* 1:2 1990

An analysis indicated that individuals living in ICF/MR homes spent more time in the community with staff and made fewer choices of their unstructured activities than those living in mini-group homes. The analysis also indicated that for those retaining their own legal guardianship and living in ICF/MR homes continued to spend less time in activities they chose themselves.

19. Posthill, Suzanne M. & Roffman, Arlyn J. The impact of a transition training program for young adults with learning disabilities. *Journal of Learning Disabilities* 24:10 Dec. 1991

A study was conducted in 1988-90 at Lesley College's [Cambridge, MA.] Threshold Program, one of the few campus based, comprehensive transition programs in the country for young adults with learning disabilities functioning in the low-average intellectual range. The goal of the study was to assess the ability of program graduates from the classes of 1984-87 to successfully manage the demands of independent living and competitive employment. 61% of the respondents were currently employed. 75% were living independently. Subjects found compatibility with roommates and money management to be the biggest challenges.

20. Rosen, Julie W. & Burchard, Sara N. **Community activities and social support networks: a social comparison of adults with and adults without mental retardation.** *Education and Training of the Mentally Retarded* June 1990 pp. 193-204

Characteristics of community activities and social support networks of 27 adults with mental retardation drawn from a statewide sample living in semi-independent apartments were compared to those of 27 adults without mental retardation from the community matched for single status, age, sex, and community size. The social networks of adults with mental retardation were smaller, contained proportionately fewer friends, less reciprocity, and a large proportion of service providers. Non-staff friends of adults with mental retardation were almost exclusively other individuals with mental retardation and participation in activities with peers without disabilities were rare.

21. Salend, Spencer J. & Glek, Karen A. **Independent living arrangements for individuals with mental retardation: the landlords' perspective.** *Mental Retardation* April, 1988 pp. 89-92

Twenty Five landlords were interviewed to examine their perspectives about independent living arrangements for persons with mental retardation. Results indicated that a significant number of landlords experienced some problems in renting to such individuals. Guidelines for promoting the success of independent living arrangements for persons with mental retardation based on the landlords' experiences were discussed.

22. Schielen, Stuart J. & Ray, M. Tipton **Evaluating community recreation programs** In Schielen, Stuart J. & Ray, M. Tipton *Community Recreation and Persons With Disabilities: Strategies For Integration* Paul H. Brookes Publishing 1988

The authors review a number of tools used to evaluate various aspects of community recreation programs. These include the following:

- skill acquisition evaluation tool: task analytic assessment
- social interaction evaluation tool
- sociometry evaluation tool
- peer acceptance evaluation tool
- self concept evaluation tool
- numerical evaluation tool

23. Schielen, Stuart J. & Ray, M. Tipton Community recreation and persons with disabilities. In Schielen, Stuart J. & Ray, M. Tipton *Community Recreation and Persons With Disabilities: Strategies For Integration* Paul H. Brookes Publishing 1988

The authors reviewed the role of recreation in the integration of persons with disabilities into mainstreamed society. The authors give a historical and legislative overview of recreational programs for the disabled [through P.L. 99-457]. The authors then proceed through a discussion of current programs and barriers to effective integration. They then describe guidelines for community leisure services for special populations.

24. Schielen, Stuart J. & Ray, M. Tipton An ecological approach to community recreation integration. In Schielen, Stuart J. & Ray, M. Tipton *Community Recreation and Persons With Disabilities: Strategies For Integration* Paul H. Brookes Publishing 1988

The purpose of this article is to detail the process of community recreation integration. Additionally, a strategy is presented as a guide to developing leisure skill instructional content that is based on the skill performance of non-disabled individuals. The inventory identifies specific needs of individuals with disabilities and provides an excellent starting point from which to consider necessary program modifications to enhance successful participation. The authors also discuss the principal of partial participation. There is a blank inventory included with the article.

25. Shaw, Stan F.; Brinckerhoff, Loring C.; Kistler, Judy K.; & McGuire, Joan M. Preparing students with learning disabilities for post-secondary education: Issues and future needs. *Learning Disabilities* 2:1

Students with learning disabilities make up the greatest percent of handicapped students between 16-21 who drop-out of school. Many subsequently become under or unemployed after high school. It is clear that academic limitations coupled with social issues related to getting along with others continue to present problems beyond high school for these young adults. Instructional and counseling services for L.D. students must be developed to help them become self-sufficient, independent thinkers who can self-advocate and be responsible for their actions. Parents and educators must work together to help students move along the continuum from dependence and learned helplessness to independence and self-advocacy.

26. Sinnott-Oswald, Mary; Gliner, Jeffery A.; & Spencer, Karen C. Supported and sheltered employment: quality of life issues among workers with disabilities. *Education and Training of the Mentally Retarded* Dec. 1991 pp. 388-397

The purpose of this study was to examine differences in the perceived quality of life between two groups of adults with mental retardation. It was hypothesized that the quality of life for individuals engaged in supported employment would approximate the quality of life for the subjects in the control group. Both these groups would have a significantly higher quality of life than the sheltered workshop group.

27. Smith, Edward R. & Rigger, T.F. Accessible transportation: human rights.....versus.....costs. *Journal of Rehabilitation* Spring 1988 pp. 13-17

Reviews the legislative history of accessible transportation in the United States. Disagreements over human rights versus costs, and fully accessible public mass transit or alternative special separate services are examined.

28. Zigmond, Naomi Rethinking secondary school programs for students with learning disabilities. *Focus on Exceptional Children* 23:1 September 1990

The secondary school is a complex environment that many students find difficult to negotiate. For L.D. students it presents formidable challenges. A well designed high school program provides opportunities to learn what has not yet been mastered, to develop social and interpersonal skills, to prepare for the world beyond public schooling. The task is to organize schools to afford the opportunity to give young L.D. individuals the self confidence and skills necessary to function appropriately in post-secondary education or employment, or in personal or social relationships.

29. Zigmond, Naomi & Brownlee, Jean Social skill training for adolescents with learning disabilities. *Exceptional Education Quarterly* 1:2 August 1980

In this review of the state of the art (circa 1980) in social skills training for learning disabled (L.D.) adolescents, the authors examine general definitions, describe target populations, and discuss teaching strategies and expected outcomes.

**INSERVICE 13: TRANSITION PLANNING: A BEST PRACTICE APPROACH**

1. **Aune, Elizabeth** A transition model for postsecondary bound students with learning disabilities. *Learning Disabilities Research & Practice* 6 1991 pp. 177-187

This article describes a model for preparing students with learning disabilities for transition to postsecondary education. The article summarizes intervention activities and participant outcomes from a 3 year federally funded project, suggests key elements for successful transition, and provides recommendations for future studies.

2. **Blaze, Marjorie** Planning for additional services. *The Mainstream* February 1989

Many applications by LEAs for disadvantaged and handicapped funds through vocational education appear to be written only in response to the notice of available funding dollars. In the past, it has been evident that little advance planning was done to verify application expenditures and that these expenditures were actually designed to match the needs of local students with special needs. When this is the case, predictable results are: inappropriate services, a continuation of unmet student needs and an increase in administrative and staff stress levels.

3. **Brown, Lou; Helporn, Andrew S.; Masazi, Susan Brody; & Wehman, Paul** From school to adult living: a forum on issues and trends. *Exceptional Children* 53:6 1987 pp. 546-554

This article presents a forum for the personal views of four significant contributors to the conceptualization and implementation of transition programming as it exists in this country today.

4. **Cronin, Mary E. & Gerber, Paul J.** Preparing the learning disabled adolescent for adulthood. *Topics in Learning and Learning Disability* October 1982

The authors review curriculum needs and best practices approaches toward secondary training of learning disabled students as it relates to post-secondary options. The authors review the characteristics of adult L.D. individuals and then review 4 programs (Dade County; La Mesa; Life Planning Workshop; and the Structured Learning Approach) that meet the identified needs.



5. D'Alonzo, Bruno J.; Owen, Steven D. & Hartwell, L. Kay  
Transition models: an overview of the current state of the art.  
*Techniques: A Journal for Remedial Education and Counseling*  
1:3 October 1985

The intent of this article is threefold: First to provide a brief description of nine transition models currently in use throughout the United States. Second, to provide some detail on the Project INTERFACE model developed, implemented and under evaluation by the authors. Third, in presenting Project INTERFACE, to make specific recommendations for essential components in the development of any transition model.

6. Harrison, Thomas The vocational facilitator. *The Mainstream*  
December 1990

The major responsibility of the vocational learning facilitator at Berks Vocational Technical School is to coordinate and provide transition support services for special learners enrolled in vocational educational services. The facilitator is a direct service provider to the student, the students' teachers, the sending school's representatives and parents.

7. Hitchings, William E. & Retish, Paul M. Successful transition  
requires planned community entry. *Techniques: A Journal for*  
*Remedial Education and Counseling* 1:3 October 1985

This article describes the development of the transitional model at United Township High School in East Moline, Illinois. Beginning with the informal agreement, the major influences and the special education department's reaction are presented. The authors have also identified the major problems of the change to a transitional model.

8. Hurt, Ginger Mild brain injury: critical factors in vocational  
rehabilitation. *Journal of Rehabilitation* Fall 1991  
pp. 36-40

It has been demonstrated that mild brain injury can result in significant changes not only physically, but cognitively and psychosocially as well. As may be anticipated, deficits in these areas significantly impact future vocational success. This paper outlines a systematic model for delivery of vocational rehabilitation services to this population.

9. Langone, Christine A.; Langone, John; McLaughlin, Phillip J.  
Evaluating the impact of a secondary transitional teacher  
preparation program. *Teacher Education and Special Education*  
14:2 1991

The development, implementation and evaluation of effective teacher training programs is vital to effective transition. This research describes a program aimed at increasing teacher competency in secondary transitional programming.

10. McCarron, Lawrence T. & Hurst, J.R. Vocational readiness curriculum: preparing visually multi-handicapped students for the world of work. *Journal of Visual Impairment & Blindness* Dec.1985 pp. 450-457

This article discusses the need for a developmental curriculum that covers the steps toward vocational readiness for visually multi-handicapped students, and outlines a curriculum program designed for the Texas Education Agency that addresses the career development needs of special education students.

11. Maryland State Department of Education *Exploring The Possibilities: A Transitioning Guide for Local Education Agencies 1988*

Best practices guide to transition for use by Local Education Agencies.

12. O'Toole, Thomas J. & Messner, Mary T. Rights of passage: the Montgomery county transition initiative. *The Pointer* 32:2 Winter 1988

Overview of the Montgomery County, Maryland approach to transition programming.

13. Rosenthal, Irwin Model transition programs for learning disabled college students. *Rehabilitation Counseling Bulletin* 33:1 September 1989

Two model programs for high school and college students with L.D. are described. The design and activities of these projects emanate from 5 basic premises:

- career maturity presents unique difficulties for persons with learning disabilities
- career choice is an implementation of the self concept that is mediated by environmental factors
- external support services beyond the school setting are needed
- proactive efforts to help overcome barriers to employment must be made
- experience based education is a necessary program component for persons with L.D.

14. Rusch, Frank R. & Phelps, L. Allen Secondary special education and transition from school to work: a national priority. *Exceptional Children* 53:6 1987 pp. 487-492

The economic, educational, and community adjustment difficulties of youth with handicaps are reviewed in the context of historical antecedents and of the U.S. Office of Special Education and Rehabilitative Services' transition initiative. The conceptual and organizational frameworks for the University of Illinois' federally sponsored transition institute are presented.

15. Schmelkin, Liora Pedhazur & Berkell, Dianne E. Educators attitudes toward the employability of persons with severe handicaps. *Career Development for Exceptional Individuals* 12:1 Spring 1989

This study investigated the nature and structure of employability attitudes and focused primarily on attitudes of school personnel.

16. Slegel, Shepherd; Robert, Matt; Waxman, Michele; & Gaylord-Ross, Robert A follow along study of participants in a longitudinal transitional program for youths with mild disabilities. *Exceptional Children* 58:4 Feb. 1992

Descriptive data are presented on the employment patterns of youths with mild disabilities who participated in a transition program with an intensive postsecondary component. Data on employment rates, positive and negative job changes, participation in continuing education, and access to benefit packages are reported for 94 youths who participated in the program over a 4 year period. Program participants had favorable outcomes when compared with a national sample, but they stabilized at an entry level of work participation. Their rates of entry into postsecondary education were also greater than the national sample, but advances were nominal.

17. Sileo, Thomas W.; Rude, Harvey A.; & Luckner, John L. Collaborative consultation: a model for transition planning for handicapped youth. *Education and Training of the Mentally Retarded* Dec. 1988 pp. 333-339

The purpose of this presentation is to explore collaborative consultation as a model to facilitate disabled persons transition from school to community and employment setting.

18. Sowers, JoAnn & Powers, Laurie An overview of vocational preparation and employment. In Sowers, JoAnn & Powers, Laurie *Vocational Preparation and Employment of Students With Physical and Multiple Disabilities* Paul H. Brookes Publishing Co. 1991

There are 9 strategies that have been widely acknowledged as critical components of successful vocational preparation. These are:

- Identify and train jobs/tasks that reflect local community job markets.
- train work related skills that are critical to job success.
- train students in community settings.
- use systematic instructional procedures to train students.
- identify adaptive strategies that will increase student independence.
- reconceptualize staff roles and organizational structure.
- involve parents in the vocational preparation of their children.
- establish paid employment for students before they leave school.
- coordinate and collaborate with adult service programs.

19. Vandercook, Teri The school administrator's role in providing vocational community based programming for students with severe mental disabilities. *Career Development for Exceptional Individuals* 10 Spring 1987 pp. 24-32

This article focuses on the vocational curriculum, an essential program component for learners with severe disabilities. This paper will examine current vocational education practices and general curriculum issues related to the education of students with severe disabilities, describe a model program for providing successful vocational programs and make recommendations for ways in which administrators can facilitate the development of such a program.

20. Weldy, Gilbert R. Stronger school transitions improve student achievement. *NASSP Bulletin* February 1990

"Strengthening School Transitions for Students K-13" conceived and sponsored by NASSP in cooperation with the American Association of Collegiate Registrars and Admission Officers and the National Association of College Admission Counselors with funding from the William & Mary Greve Foundation of New York, was a project involving seven demonstration school districts to address the problems of transition. All their efforts were in the interest of improving student achievement.

21. West, Lynda; Gritzmacher, Hal; Johnson, Jodi; Boyer-Stephens, Arden; & Dunafron, Donna *Transition Procedural Guide--Missouri LINC* 1986

Best practices guide to transition published by the University of Missouri-Columbia.

22. Wolfensberger, Wolf Bill F.: signs of the times read from the life of one mentally retarded man. *Mental Retardation* 27:6 December 1989

The history of the field is made up of the lives of people. This partial biography of one mentally retarded person affords a deep glimpse into the realities of the field of mental retardation as well as society in general.

**INSERVICE 14--NORMALIZATION**

1. **Ames, Thomas-Robert H. Guidelines for providing sexuality related services to severely and profoundly retarded individuals: the challenge for the nineteen-nineties. *Sexuality and Disability* 9:2 1991 pp. 113-121**

Severely and profoundly retarded individuals are sexual persons with needs and concerns that must be addressed by the habilitation agencies and human service professionals serving them. Such agencies need to review and consider revising both their policies and programmatic and inservice training procedures to incorporate the clinical model for treatment, training, and management recommended by The Coalition on Sexuality and Disability Inc.

2. **Bell, Douglas; Feralos, A.J.; & Bryan, Tanis Learning disabled adolescents' knowledge and attitudes about AIDS. *Learning Disabilities Research and Practice* 1991 pp. 104-111**

An AIDS survey questionnaire was administered to 34 learning disabled and 44 nondisabled adolescents in one suburban and three urban high schools. The AIDS survey assessed their knowledge about AIDS and the students' attitudes about issues related to AIDS. While the results found no differences between the learning disabled and the nondisabled students in knowledge about AIDS, the LD reported feeling less in control about their exposure to AIDS and held attitudes that indicated less behavioral change due to AIDS.

3. **Brantlinger, Ellen Anderson Teachers' perceptions of the parenting abilities of their secondary students with mild mental retardation. *Remedial and Special Education* 9:4 1988 pp.31-43**

Twenty two teachers of secondary educable mentally retarded students were interviewed about their perceptions of their students' parenting aspirations and abilities. Results indicated that teachers believe that the majority of their students expect to marry and have children. However, EMR secondary students were perceived as varying in their ability to competently assume a parenting role. Some were judged to have characteristics that would allow them to become good parents, while others were perceived as capable of being trained or doing adequately with support, and still others were felt to lack the attributes necessary for adequately parenting offspring. It was recommended that educators provide a comprehensive, realistic, and practical course in sexuality, intimate social relationships, and parenting for EMR students in secondary programs.



4. Chadsey-Rusch, Janis; Gonzalez, Patricia; Tines, Jeffrey; & Johnson, John R. Social ecology of the workplace: contextual variables affecting social interactions of employees with and without mental retardation. *American Journal on Mental Retardation* 94:2 1989 pp. 141-151

The social interaction patterns of employees with and without mental retardation across several different competitive employment sites were observed directly; narrative recording procedures were used. The data were analyzed to determine whether there were differences between the two groups of employees and the people involved in the interactions and the time period of the interaction and whether the interaction involved a social or task related topic. The results were discussed in relation to their implications for integrating workers with mental retardation into settings with non-handicapped workers.

5. Champagne, Marklyn P. & Walker-Hirsch, Leslie W. Circles: a self-organization system for teaching appropriate social/sexual behavior to mentally retarded/developmentally disabled persons. *Sexuality and Disability* 5:3 Fall 1982 pp. 172-174

This article presents the Circle Concept, a self-organization system used to teach all aspects of human sexual behavior to mentally retarded/developmentally disabled persons. The Circle Concept allows many concrete teaching modes to be employed to teach sexuality to those persons with learning deficits.

6. Dattilo, John & St. Peter, Susan A model for including leisure education in transition services for young adults with mental retardation. *Education and Training of the Mentally Retarded* Dec. 1991 pp. 420-432

The authors identify a clear need and rationale for leisure education for young adults with mental retardation. The structure, content, and evaluation strategies of a leisure education model are presented to assist professionals in providing comprehensive leisure instruction. The leisure instruction is intended to instill self-determination, leisure appreciation, self-awareness, decision making, social interaction, knowledge and utilization of leisure resources, and recreation participation into the lives of young adults with mental retardation, thus assisting them in making the transition to community living as an adult.

7. **Ducharme, Stanley H. Developing training programs for sexuality and disability: a personal perspective. *Sexuality and Disability* 8:1 Spring 1987 pp. 36-46**

The author discusses his experiences in the development of a rehabilitation program for disabled persons with sexual dysfunction, either acute or chronic. Information on the program can be gotten from :

The Sexuality and Disability Training Center  
University Hospital  
75 East Newton St.  
Boston, Ma. 02118

8. **Flynn, Margaret C.; Speake, Barbara; & Whelan, Edward Developing a moral education program for people who are mentally handicapped: rationale and guidelines. *Journal of Practical Approaches to Developmental Handicap* 10:2 pp. 6-12**

Social and physical factors, in combination with some of the learning difficulties highlight some of the problems mentally handicapped individuals face when they enter an education program dealing with appropriate behavior in the social context. Habilitation technology, therefore, faces the challenge of assessing and teaching skills which do not normally require formal teaching, or which usually only require general encouragement. The development of a teaching program in moral education has taken account of the research findings pertaining to the learning difficulties experienced by people who are mentally handicapped, together with the content of existing moral education programs and research into the effectiveness of associated teaching strategies. This article outlines some of the methods of existing moral education programs and proceeds to suggest guidelines for the development of a training program.

9. **Gibb-Harding, Carol & Snyder, Kenneth Tom, Huck and Oliver Stone as advocates in Kohlberg's just community: theory based strategies for moral education. *Adolescence* 26:102 1991 pp. 319-329**

Building on Kohlberg's work, specifically his concept of the just community approach where the teacher and more advanced peers serve as advocates of mature moral reasoning, this article presents the educator with a theoretical rationale for implementing procedures that can foster moral development. A case is made for using contemporary films and literature as mechanisms for stimulating moral development among adolescents.

10. Hitzing, Wade *Support and Positive Teaching Strategies*  
Society of Community Support- Ohio Developmental  
Disabilities Council

It isn't only that integration is good for people with handicaps but also that it is necessary for all people. Normalization is not only for people with handicaps. By definition it can't be only for people with handicaps. It must be imbedded in each of us. Working with people who have disabilities is important not only for them, not only for those that do the work, but if it is to mean anything it will be important to everyone.

11. Kempton, Winifred & Kahn, Emily *Sexuality and people with  
Intellectual disabilities: a historical perspective. Sexuality  
and Disability* 9:2 1991 pp. 93-110

Until the 1960s, the sexuality of people with mental retardation was handled by denial and suppression. The eugenics movement of 1880-1940 led to forced sterilization and the segregation of these members of our society. The civil rights movement and the "sexual revolution" were among the catalysts for change as was the move toward normalization and deinstitutionalization. In the last 25 years, parents and professionals have begun to work together to find ways to help mentally handicapped individuals to understand their sexuality and to engage in appropriate self affirming sexual behaviors.

12. Kennedy, Craig H.; Horner, Robert H.; & Newton, J. Stephen  
*Social contacts of adults with severe disabilities living in the  
community: a descriptive analysis of relationship patterns.*  
*Journal of the Association for Persons with Severe Handicaps*  
14:3 1989

An understanding of the social contact patterns currently experienced by individuals with disabilities living in community settings provides an important index of the quality of life they experience. The purpose of the present article is to describe the social contact patterns of a small sample of adults with severe disabilities living in community settings in the state of Washington across a 2 1/2 year period.

13. Knoepfler, Peter T. *Sexuality and psychiatric disability.*  
*Sexuality and Disability* 5:1 Spring 1982 pp.14-27

The place of psychiatric disability in the spectrum of disabilities is discussed. A description of the relationship of psychiatric disability to sexuality is followed by a survey of the impact of specific psychiatric disabilities on sexuality and on body image. The article concludes with methods of intervention [educational and therapeutic] with emphasis on the training required by professionals working with this population.

14. Olsen, Joseph A.; Jensen, Larry C. & Greaves, Paul Michael  
Adolescent sexuality and public policy. *Adolescence* 26:102  
Summer 1991 pp. 419-430

In this research report, adolescents were considered sexually active if they had had sex within the last 4 weeks. Using this definition, adolescents were found to be substantially less sexually active than had been previously reported. The finding was then used to look at various policy decisions in the area of sex education, family planning, and sexually transmitted disease prevention.

15. Pedlar, Allison Normalization and Integration: a look at the  
Swedish experience. *Mental Retardation* 28:5 October 1990  
pp. 275-282

Quality service provision is seen as an integral and essential element of the normalization effort in Sweden. Results of the present study suggest that Sweden's well developed system of comprehensive services and support for individuals with mental retardation ensures a level of security and material well being that allows these people to live and function within society at large. Considered in relation to Nirje's[1980] elaboration of integration as it pertains to normalizing the life conditions of persons with mental retardation, functional and physical integration are clearly evident in many community settings. At the same time, other indicators of integration, such as social relations and association with people without mental retardation, suggest that social integration continues to challenge the community living endeavors in Sweden in much the same way as it does in North America.

16. Pender, Betty & Hingsburger, David Sexuality: dealing with  
parents. *Sexuality and Disability* 9:2 1991 pp. 123-129

Parents are an essential part of the team when it comes to providing the sexuality education developmentally disabled individuals require in order to function to their fullest potential as adult human beings. Professionals must make every effort to offer parents the opportunity to examine their own feelings and to learn about issues of sexuality and disability if they hope to gain their support for a sex education program for their children. Understanding the process of desensitizing parents to the issue of sexuality and supporting their concerns related to feelings versus safety will be the keys to gaining this support.

17. **Riordan, Judy & Vasa, Stanley F. Accommodations for and participation of persons with disabilities in religious practice. *Mental Retardation* June 1991 pp.151-155**

Literature related to the active participation of persons with disabilities in religious organizations is reviewed, as is literature dealing with clergy involvement with disabled persons and their families. A summary of a study conducted of clergy perceptions of accommodations available to individuals with disabilities and their families is presented. Primary emphasis is on participation of and adaptations for persons with cognitive disabilities. Results indicate clergy are aware of only low numbers of persons with disabilities in their congregations and are not highly active in providing accommodations or services to parents and families of these individuals. The findings suggest a need for additional information for clergy and the encouragement of greater effort as well as commitment in meeting the spiritual needs of persons with disabilities.

18. **Sanderson, Catherine A. & Wilson, Susan N. Sexuality education in schools: planning the future. *Curriculum Review* Jan. 1991 pp. 3-7**

The new approach to sexuality education empowers young people, provides a balanced and positive focus on sexuality and encourages adolescents to develop into caring, sexually healthy adults. If state and local education policy makers work to change sexuality education programs in schools to meet the real needs of students, they should find support for their efforts from a majority of the U.S. public.

19. **Sinnott-Oswald, Mary; Gliner, Jeffery A.; & Spencer, Karen C. Supported and sheltered employment: quality of life issues among workers with disabilities. *Education and Training of the Mentally Retarded* Dec. 1991 pp. 388-397**

The purpose of this study was to examine differences in the perceived quality of life between two groups of adults with mental retardation. It was hypothesized that the quality of life for individuals engaged in supported employment would approximate the quality of life for the subjects in the control group. Both these groups would have a significantly higher quality of life than the sheltered workshop group.

20. **Stainback, William & Stainback, Susan Facilitating Friendships. *Education and Training of the Mentally Retarded* March 1987 pp. 18-25**

The importance of friendships in the lives of all people, including those classified as mentally retarded, is discussed. In addition, the skills that have been found to be critical to the development of friendships are examined.



21.           Stavis, Paul F.   Harmonizing the right to sexual expression and the right to protection from harm for persons with mental disability. *Sexuality and Disability* 9:2 1991 pp. 131-141

Issues of sexuality have increasingly become matters of public debate, laws, civil rights, and a reason for enhanced protection of individuals from harm and abuse caused by inappropriate sexuality activities. Beginning with the relatively recent landmark decisions of the Supreme Court in the late 1960s, sexuality became a matter of constitutional law. At approximately the same time, the United States Supreme Court declared special constitutional rights to protection from harm for individuals with mental disabilities who are being cared for under the powers of the state governments. This article distills and integrates the seemingly disparate legal principles by suggesting a method to apply them consistently to persons with mental disabilities.

22.           Walker-Hirsch, Leslie & Champagne, Marklyn P. Circles revisited: ten years later. *Sexuality and Disability* 9:2 1991 pp. 143-148

The Circles Programs have been in practical use for a decade to teach students with intellectual impairments, both teenagers and adults, the adaptive skills needed for healthy, self affirming, social/sexual development. The creators of the Circles Programs examine what they have learned about effective application of these multimedia curricular resources to various situations affecting the target population as people with intellectual impairments present themselves in 1991.

23.           Walter, Esther   Continuity of sexuality education in programs serving people with mental handicaps. *Sexuality and Disability* 5:1 Spring 1982 pp. 9-13

The purpose of this paper is to examine ways in which a program whose primary purpose is sexuality education can encourage the provisions of that education in agencies serving clients with mental handicaps. As a rule, sexuality education is added to existing programs in such agencies, and is easily subtracted when staff members leave or the budget shrinks.

24.           Weinstein, Estelle & Rosen, Efrem   The development of adolescent sexual intimacy: implications for counseling. *Adolescence* 26:102 Summer 1991 pp. 331-339

This paper proposes a perspective for understanding the development of adolescent sexual intimacy. A "transitional" stage is described in which adolescents driven by a variety of developmental needs influenced by external forces such as peers and family experiment with sexual behaviors. The completion of the transitional stage results in the adolescent's ability to achieve "relational" sexuality.

25. Westcott, Helen The abuse of disabled children: a review of the literature. *Child Care, Health and Development* 17 1991 pp. 243-258

Literature concerning the abuse of disabled children is examined with a view to elucidating why it is that this problem has not received full attention from professionals to date. Two contributing factors emerge: the limits of studies that have been conducted and the failure of society to address the needs of disabled children. It is concluded that disabled children are at increased risk of abuse.

26. Whatley, Marianne Goals for sex equitable sexuality education. *Peabody Journal of Education* 1989 pp. 59-70

This article will present an overview of the goals that might represent sex equitable sex education. The questions, goals, and barriers delineated in this article should provide a framework in which to examine specific areas of sexuality education.

27. White, Hazel L. What teachers should know about AIDS. *The Clearinghouse* 64 May/June 1990 pp. 343-345

Basic overview information concerning AIDS including goals/ purposes of instruction.

28. Zetlin, Andrea G. & Murtaugh, Michael Friendship patterns of mildly learning handicapped and non-handicapped high school students. *American Journal on Mental Retardation* 92:5 1988 pp. 447-454

Participant observation techniques were employed in a high school setting to document the friendship patterns of 32 mildly learning handicapped and 32 non-handicapped adolescents. Three features of friendships were examined:

- intimacy
- empathy
- stability.

29. Zetlin, Andrea G. & Turner, Jim L. Transition from adolescence to adulthood: perspectives of mentally retarded individuals and their families. *American Journal of Mental Deficiency* 89:6 1985 pp. 570-579

Patterns of adolescent adjustment are described in terms of the issues and concerns that preoccupied the retarded adolescents, the problem behavior exhibited by these young persons, and what parents did about their children's problems. Comparison of adolescent adjustment patterns and current adult status revealed that the central concerns of adolescence remain problems for only some mildly retarded adults. The majority regard normative achievements as most salient to their self-identity and well being.

## GENERAL & TRAINING DOCUMENTS

1. Austin, Gary F. & Perlman, Leonard G. The aging workforce: Implications for rehabilitation. *Journal of Rehabilitation* Winter 1987 pp. 63-64

A summary of the recommendations made concerning the aging of the American workforce by the Eleventh Mary Switzer Memorial Seminar.

2. *Barrier Letters*

Certification of disability that would constitute a barrier to employment.

3. Boban, George P. Build, don't battle. *Training & Development Journal* February 1990

Suggestions for conflict resolution strategies in training and management.

4. Brandt, Ron On learning styles: a conversation with Pat Guild. *Educational Leadership* Oct. 1990 pp. 10-13

Pat Guild, senior author of ASCD's *Marching to Different Drummers* advises educators on the use of several different learning style models including [a] focus on the individual, [b] application to curriculum design and to an instructional process, and [3] identification of key elements of the individual learning style and matching instruction and materials to that style.

5. Buonomo, Laura A. *Trainer and Presentation Skills Workshop* Human Resources and Organization Development Feb. 1992

Specific skills and training techniques to enhance adult learning. Includes:

- program overview
- adult learning theory and methodology
- training needs analysis
- facilitation techniques

6. Callas-Miller, Gwen & Gartner, Joanna *Disability Awareness Poster*

Listing of famous people who are/were disabled in some way--good Icebreaker

7. Chapman, Terry H. Before, during & after. *Training & Development Journal* July 1991

Suggestions on polishing presentations with audio-visual, organization, process, etc.

8. *Creative Training Techniques* 4:2 February 1991

9. *Creative Training Techniques* 4:12 December 1991

10. *Creative Training Techniques* 5:2 February 1992

11. Edelman, Larry *Developing Juggling Skills*

Processes to deal with personal crises resulting from organizational change.

12. Iapoco, Michael Giving trainees the last laugh. *Training & Development Journal* August 1990

A discussion of how humor can be used to complement inservice presentations.

13. Larkins, Patricia, G. *Train the Trainer Workshop*

Techniques for implementation of an adapter/adopter mode

14. Larkins, Patricia G. *Train the Trainer Workshop II* NovaCare 1992

Follow up to preliminary packet cited #8 this section on implementation of adapter/adopter mode.

15. Louw, Antoni A. Break your barriers and be a better presenter. *Training & Development Journal* Feb.1992 pp.17-22

Presenting doesn't have to be painful. It can be rewarding, once you know how to feel comfortable, build stage presence, field questions, and give yourself more success than failure. Many presenters suffer because they construct barriers for themselves. If you can discover your own barriers and break through them, you're on your way to enjoyable and productive presentations.

16. Magee, Mary F. & Davies, Melinda M. First things first. *Training & Development Journal* October 1989

Suggestions on crafting a powerful introduction to your training program.

17. **Marofsky, Myrna Training the MTU Generation *Training and Development Journal* June 1990**

This generation requires fast paced, quick cut training that is clear, concise, and relevant. Despite a general sophistication and worldliness, members of the MTU generation have short attention spans. Trainers have to cut through the fluff and get to the point. Training must turn them on so they will tune it in.

18. **O'Halloran, Kathleen Three simple principles. *Training & Development Journal* October 1990**

Basic tips for training programs and suggestions for making new employees feel comfortable.

19. **O'Neill, John Making sense of style. *Educational Leadership* Oct. 1990 pp. 4-9**

While critics grumble, advocates make a case for transforming classrooms based on student's individual learning styles.

20. ***Pennsylvanian Higher Education Initiative Roster***

21. **Pickren, Betsy & Biltzer, Roy J. How to escape your training horrors. *Training* March 1992**

How to become a good enough facilitator to keep classroom sessions from blowing up in your face.

22. ***Public Law 98-524***

The actual text of the law cited in text below..

23. **Ray, Rose & Melssner, Margit Training staff about transition: an inservice course model. *The Pointer* 32:2 Winter 1988**

The pupose of this article is to give an overview of the development of one training activity that was implemented, an in-service course. Preparing Special Education Students for the Transition from School to Work.

24. ***Referral Packet for MCIU Vocational Services***

Forms necessary to complete vocational referral

25. ***Review of the "Carl D. Perkins Vocational Education Act" Public Law 98-524***

A general review of the mandates created by passage of P.L. 98-524 and the various definitions and titles delineated by this act.



26.           Sandwith, Paul    Better meetings for better communication.  
              *Training and Development Journal*   January 1992

Practical approaches to conducting effective meetings.

27.           *Special Education Regulations and Standards*

Chapters 14 and 342 as published in the Pennsylvania Bulletin.

28.           Steinberg, Craig   The art of choosing a consultant. *Training  
              and Development Journal*   January 1992

How to research, interview and select the proper consultant for an organization.

29.           Stoneall, Linda   Inquiring trainers want to know. *Training &  
              Development Journal*   November 1991

When conducting training sessions, you'll need to know what kinds of questions are most helpful during different parts of a course. Here are some ideas about what kinds of questions to ask and when and how to ask them.

30.           Varney, Glenn H.   Helping a team find all the answers. *Training  
              & Development Journal*   February 1991

Utilizing effective and leading questions to allow inservice participants to use self discovery to come to training conclusions.

31.           Weinstein, Nedra   Getting off on the right foot. *Training &  
              Development Journal*   March 1989

Suggestions to allow new organization-development personnel to be accepted by the individuals they are to be training.